DOCUMENT RESUME

ED 059 443 AC 012 304

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TITLE	An Exploratory Study of Specific Factors in a Prison Environment That Affect a Manpower Training Project.
INSTITUTION	Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
PUB DATE	Apr 70
NOTE	105p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Changing Attitudes; *Correctional Rehabilitation; Corrective Institutions; Correlation; Data Collection; Educational Programs; *Educational Research; *Environmental Influences; *Factor Analysis; Intervention; *Manpower Development; Projects; Rating Scales; Staff Orientation; Surveys
IDENTIFIERS	Alabama; *Draper Correctional Institute; Elmore

ABSTRACT

An exploratory study of a prison community is presented. The study employed a three-phase design: (1) a pre-survey of the prison community, (2) limited intervention, based on findings of the pre-survey, and (3) a post-survey to determine effects of intervention and to validate findings of the pre-survey for which no intervention had been designed. Samples were drawn from trainees in the 1968-69 Manpower Development and Training (MDT) project at Draper Correctional Center, Elmore, Alabama, from nontrainee inmates at the same institution, from Draper Correctional Center staff, and from Rehabilitation Research foundation staff. Positive correlations were obtained in each of the staff samples between scores on an accuracy of information scale and those on a positivity of attitude scale on both the pre- and post-intervention surveys. Pre-to-post gains in both attitude and information scores were also registered by most subjects. The data gathered in this exploratory study and the experience gained can be of considerable value in planning more rigorous design in efforts to explore environmental factors that affect a manpower training program for prisoners. Also, persons or agencies setting up a manpower training program or any other similar effort in an institutional setting may find in this report patterns for planning which can help them maximize efforts to generate positive attitudes on the part of those in the prison environment whose behavior toward the program affects the degree of success it may achieve. (Author/CK)

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AN EXPLORATORY STUDY OF SPECIFIC FACTORS IN A PRISON ENVIRONMENT THAT AFFECT A MANPOWER TRAINING PROJECT

REHABILITATION RESEARCH FOUNDATION
RRF
Est. 1965

Experimental Manpower Laboratory for Corrections
Draper Correctional Center
Elmore, Alabama

AC012304

This report on the EMLC was prepared under contract No. 82-01-69-06 with Manpower Administration, U.S. Department of Labor. Organizations undertaking such projects under Federal Government sponsorship are encouraged to express their own judgement freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor or other Federal agencies mentioned herein.

AN EXPLORATORY STUDY OF SPECIFIC FACTORS IN A PRISON ENVIRONMENT THAT AFFECT A MANPOWER TRAINING PROJECT

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U.S. Department of Labor
Manpower Administration

under

Contract No. 82-01-69-06

Rehabilitation Research Foundation
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April, 1970

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Preface

Established in September 1968, the Experimental Manpower Laboratory for Corrections (EMLC) is operated by the Rehabilitation Research Foundation (RRF) at Draper Correctional Center, Elmore, Alabama. The EMLC evolved from and continues to operate around a Manpower Development and Training (MDT) experimental-demonstration model.

During its first phase–from September, '68 to March, '70–the EMLC conducted studies which were primarily exploratory in such areas as employment barriers for ex-offenders, factors within the prison influencing the functioning and acceptance of manpower training, transitional problems of MDT trainees released from prison and placed in jobs, and numerous related areas.

The project reported on herein- an Exploratory Study of Specific Factors in a Prison Environment that Affect a Manpower Training Project--was conducted as Objective 4 of the EMLC's first phase operation.

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ABSTRACT

Little systematic study has been devoted to the complexity of a correctional institution environment, particularly with respect to those environmental variables which appear to significantly affect institutional manpower training. It was the purpose of this study to begin to explore ways of studying the environmental variables systematically. Exploration of such critical factors is complex, and an exploratory study is limited in the definitive data it can produce. However, the directions toward which an exploratory effort point may be critical to getting at systematic and controllable design. The Experimental Manpower Laboratory for Corrections' (EMLC) Objective 4 sought to establish environmental factors which appeared to affect institutional manpower training programs. The findings yielded some immediately useful data for planning future in-prison manpower training projects.

The exploratory study employed a three-phase design: (1) a pre-survey of the prison community, (2) limited intervention, based on findings of the pre-survey, and (3) a post-survey to determine effects of intervention and to validate findings of the pre-survey for which no intervention had been designed. Samples were drawn from trainees in the 1968-69 Manpower Development and Training (MDT) project at Draper Correctional Center, Elmore, Alabama, from nontrainee inmates at the same institution, from Draper Correctional Center (DCC) staff, and from Rehabilitation Research Foundation (RRF) staff.

Intervention strategies included the preparation and distribution of an in-house newsletter, preparation of bulletin board displays of information modules, and an orientation program specifically designed for correctional officers.

Positive correlations were obtained in each of the staff samples between scores on an accuracy of information scale and those on a positivity of attitude scale on both the pre- and post-intervention surveys. Pre-to-post gains in both attitude and information scores were also registered by most subjects. Less definitive in terms of the present study goals, but perhaps of considerable value in planning a more rigorous investigation and future programmatic approaches, is the variety of data which was obtained on staff and inmate perceptions of rehabilitative and correctional practices, prison conditions, and the prison community at large.

The data gathered in this exploratory study and the experience gained can be of considerable value in planning more rigorous design in efforts to explore environmental factors that affect a manpower training program for prisoners. However, there is also an immediate consumable use for these exploratory study findings. Persons or agencies setting up a manpower training program or any other similar effort in an institutional setting may find in this report patterns for planning which can help them maximize efforts to generate positive attitudes on the part of those in the prison environment whose behavior toward the program accelerates or diminishes the degree of success it may achieve.

INTRODUCTION

Review of the Literature

Under Objective 4, the EMLC explored specific prison environmental factors at Draper Correctional Center which affect manpower training programs. Two principal questions were systematically investigated:

> What factors in a prison facilitate an institutional MDT program?
>
> What factors in a prison militate against an institutional MDT program?

Some of the more obvious anti-treatment features of the prison environment, of course, are readily observable and have been described extensively. Menninger (1968) has written:

> *In each case is a small...basin, an open toilet...and a cot or double-decker. Visitors may pass by and gaze into each. Prisoners can be seen huddled...lying on their cots, combing their hair at wash basins. They are gazed at by passers-by with much the same curiosity that one has in walking past cages at the zoo.... In a few institutions some of them go next to the prison industries.... For some there may be a farm. For some who elect it, there are educational classes. But the offender is in prison to be punished–not educated or amused. He is herded about by men who are half afraid and half contemptuous of him, toward whom all offenders early learn to present a steadfast attitude of hostility. An atmosphere of monotony, futility, hate, loneliness and sexual frustration pervades...while time grinds out weary months and years (pp.72-73).*

Such an environment offers little hope that an offender will undergo significant positive behavior change but, on the contrary, may compound his problems:

> *It (the environment) tends to make him relatively indifferent to other experiences and stimuli in his repressed existence, even to efforts of a treatment staff to improve his outlook and the prospect of a decent life on release (Barnes, 1965, p.14).*

The problem of intergroup communication within a prison is documented by Goffman (1967) who suggests institutionally defined differences that severely cripple effective inmate-staff interaction:

> *...there is a basic split between a large class of individuals who live in and who have restricted contact with the world outside the walls, conveniently called inmates, and the small class that supervises them, conveniently called staff, who often operate on an 8-hour day and are socially integrated into the outside world.... Two different social and cultural worlds develop, tending to jog along beside each other, with points of official contact but little mutual penetration (pp.46-47).*

Coexistent with this gulf between inmates and staff is a division among staff itself:

> *These divisions in reality are fractures that run deep and have interfered greatly with the orderly development of the (correctional) field. The traditional split that has existed between custodial staff and treatment staff is well known... (Garabedian, 1969, p.7).*

Such a polarization can place those responsible for the management of offenders in an uncompromising position; many offenders quickly learn several methods of "playing" one staff member against another in seeking self-gratification (Watkins, 1964).

The scope and intensity of the anti-treatment problem in a prison environment might be best summarized in this observation by Scott and Hissong (1969):

> *The very nature of institutional living produces a delinquent subculture...this subculture militates against traditional treatment and in effect becomes the antithesis of treatment (p.509).*

Within an institutional setting characterized by deprivation, fear, and hostility, the inmate subculture establishes a complete system of cultural values, mores, and practices which perpetuates itself from generation to generation of offenders. The weak are forced to submit to the strong sexually, financially, physically, and socially (Scott and Hissong, 1969). Offenders caught in this subcultural maelstrom resist positive behavior change until each offender may find, upon release, that his repertoire of behaviors which have been reinforced by the inmate subculture will fail for him in free society (Watkins, 1964). What is more, the offender may become so absorbed in the subculture while in prison that he cannot concentrate his ability and energy upon constructive program activities (Kendall, 1964). Watkins (1964) has demonstrated that the leaders in a subculture can be identified and their behavior so modified that the leaders themselves may become models for behavior change among other offenders in the prison community. Kendall (1964) observes that some staff feel that level-headed leadership by "some of the better inmates" enhances discipline, and a "sense of belonging" on the part of younger offenders may be derived from the subculture; Kendall further indicates, however, that the negative effects of a prison subculture far outweigh any of its advantages.

Participation in the subculture of the prison is not limited to offenders, but may also include institutional staff:

> *Once a subcultural system has emerged, new...staff members are initiated into the operations of the new culture...a proper staff role (becomes) established and each person is pressured to learn his role and to conform to it (Scott & Hissong, 1969, p.501).*

Scott and Hissong also indicate that inmate leaders of the subculture may be the chief agents in the socialization of new staff members as well as of new inmates.

The RRF, in operating recent training, demonstration, and research projects at Draper Correctional Center, has recognized the necessity of anticipating the effect of the prison subculture upon any new program or procedure and of applying systematic procedures to counteract that effect (Watkins, 1964; McKee, 1964). Moreover, a general lack of understanding among correctional officers of underlying theories of behavior modification, as well as custodial staff's failure to perceive their own roles as agents of positive behavior change in inmates, have been critical problems in the specific prison environment at Draper (McKee, *et al.*, 1968).

Statement of the Problem

Along with the seemingly obvious influences that a prison environment imposes on training procedures, exists a virtual kaleidoscope of more subtle variables that defy clear-cut definition. While empirical observations and case studies dealing with correctional institutions have often been reported, conclusive identification of subtle, though critical, variables in a prison environment has been incomplete.

Methodology in correctional research, of course, has long been a problem. Schrag (1961) has indicated that observations neither supported by empirical data nor organized in terms of a theoretical framework may be invalid or indistinguishable from undisciplined observations. Glaser (1964), while acknowledging that systematic observations are to be preferred, reports that such observations, besides being rarely feasible, do not lend themselves to concise summary. The inadequacy of unreliable official records and inhibited offender subjects for data collection have led to Glaser's strategies of "comparison" and "redundancy": "Comparison" involves comparative data collections, using either different samples or the same sample at different times, to counteract the possibility of response unreliability; "redundancy" allows for the comparison of a number of separate measures on the same issue with each other and with research literature. This study, while employing a certain amount of "comparison" through the use of two surveys of identical samples to measure identical variables, also seeks to further develop procedures in correctional research through the limited implementation of systematic intervention in the prison environment.

The study was exploratory, and does not purport to represent an all-inclusive inventory of prison environmental factors. In preparation for a more rigorous examination of crucial prison environmental factors, several areas of investigation have been developed concerning the effects of the prison environment upon manpower training. Questions answered by this study are:

1. Do pro-treatment attitudes of prison staff and inmates covary with knowledge of the organization, operation, and philosophy of Draper treatment programs?

2. Is prison staff knowledgeable about the prison organizational structure and their roles within it?

3. What behaviors do staff and inmates typically perceive as predictive of inmate success or failure or as representative of "model" correctional officers?

Several long-range questions, which depend upon future research for final determination but which fall within the context of this study, are:

1. Is there polarization among the various critical groups in the prison community to the extent that their interaction is ineffective or dysfunctional?

2. Are staff and inmates able to reliably predict inmate success or recidivism?

3. Do the cultural and social prejudices of correctional and treatment personnel tend to shape inmate behavior so that it reinforces biased preconceptions?

Any results bearing upon the long-range questions will be presented, although detailed interpretation will be suspended pending further study.

EMLC STUDY

The Objective

Under Objective 4, the EMLC explored specific factors in the Draper Correctional Center environment which may either militate against or facilitate a differential manpower training program. Previous research has pointed to general, though critical, areas where a prison environment may affect treatment procedures, but little attention has been given to the definition of specific critical variables or to their modification. This exploratory study constitutes an attempt to approach the prison environment from a more rigorously experimental point of view: the design included provisions for a pre-survey to begin the exploration of the prison environment; limited intervention procedures, based on specific findings of the pre-survey, to modify certain variables in the prison environment; and a post-survey to measure the effects of the intervention as well as to validate the pre-survey findings in those areas for which no intervention was specifically designed.

As the complex and largely impenetrable prison environment does not lend itself easily to systematic observation, exploratory work is necessary but not final or definitive. It is projected that the findings from this study will be employed in the design of future research investigations which will further define and manipulate anti- or pro-treatment prison environmental variables.

Subjects

Experimental subjects (*S*s) were approximately 90 MDT trainees, 180 nontrainees, 75 prison staff members, and 50 RRF staff members. Only those *S*s who were available for both the pre- and post-intervention surveys were included in the study. (For exact sample sizes, refer to Appendix A, Table 1.)

Materials

Three interview guides were designed for the study: Interview Guide I for all *S*s, Interview Guide II for both staff groups only, and Interview Guide III for both inmate groups only. These instruments were designed to obtain data in the following general areas:

Knowledge of the MDT program at Draper.

Attitudes toward the MDT program at Draper.

Actual and preferred sources of information about the MDT program and prison operations.

Attitudes toward treatment and correctional staff.

Prison staff knowledge of the prison organizational structure.

Staff and inmate attitudes toward treatment staff, correctional staff and senior prison personnel.

Staff and inmate perceptions of indicators of inmate success or failure in prison or "free-world" society.

Procedure

Pre-Intervention Survey

Interviewers for the pre-intervention survey were an RRF staff member, a correctional officer, and two inmates. Training sessions were held during which interviewers became familiar with the guides and were given instruction in the interview process. The interview guides were then administered to *S*s in individual face-to-face interviews.

Analysis of the data from this survey revealed slight to moderate positive correlations between scores on an accurate information index and scores on a positive attitude index within all groups. Moreover, prison staff, a critical group in inmate rehabilitation, produced the lowest attitude scores of all four groups. (See Appendix A for a detailed analysis of results).

Intervention Program

On the basis of pre-intervention survey findings, a three-pronged intervention program was designed and implemented to disseminate certain accurate information about MDT and RRF treatment philosophy, practices, and results on the premise that attitudes and behaviors should become more positive and supportive of manpower training as a result of increased understanding. The three parts of the intervention program were implemented simultaneously:

Intervene. A monthly newspaper published by the RRF, *Intervene,* was disseminated (and continues to be) widely throughout the prison proper and mailed to the homes of correctional staff. The purpose of *Intervene* was to present accurate and relevant information about the RRF and the MDT program. Special attention was given to the identification of the RRF as a research organization and to the relationship of all groups within the prison community–inmates, correctional staff, and treatment staff–to one another in the interest of inmate rehabilitation through manpower training.

Bulletin boards. Seven displays were sequentially designed and mounted on a large bulletin board centrally located inside the prison proper. Each display presented a different aspect of the RRF and of the MDT project with primary emphasis on the identification of the RRF as a research organization and on the explanation of the various RRF and MDT program operations.

Correctional officer orientation. Correctional staff were provided with additional information about the MDT program and RRF functions due to their critical role in inmate rehabilitation and the relatively low position of their scores on the pre-intervention positive attitude index. All available correctional officers participated in one of a series of 90-minute orientation sessions consisting of a film about the Draper MDT project, a slide sequence presenting the various aspects of MDT and RRF operation, a guided tour of all RRF facilities with face-to-face introductions to RRF staff, and informal discussion.

Post-Intervention Survey

Following the completion of the intervention program, a second survey, identical to the first, was conducted to determine the effects of the intervention program and otherwise replicate the findings of the first survey. (A detailed description of methods is contained in Appendix A.)

Summary of Results

The intervention program appears to have been successful. All groups showed gains in overall level of accuracy, and (excepting the RRF staff whose pre-intervention positive attitude scores were already near-maximal) all groups gained on the positive attitude index as well. Moreover, on the post-survey both staff groups displayed higher positive correlations between level of information accuracy and level of positive attitude than on the pre-survey although this correlation diminished to near-zero in each of the offender groups.

Prison staff and nontrainees tended to name *nontrainees* as being rehabilitated, nonrehabilitated, or "good prisoners" with high frequency, while RRF staff and trainees tended to name *trainees* in those categories with high frequency.

All staff tended to report a desire for more intergroup contact.

Prison staff inexplicably declined in accuracy about prison organizational structure between the pre- and post-intervention surveys according to the data.

The RRF, overall, was the most frequent source of information about the MDT school; prison officials were most frequently consulted about prison rules, policies, and procedures; sources of information about rumors were generally mixed. Preferred sources of information generally paralleled their usual sources.

Discussion and Conclusions

Do pro-treatment attitudes of Draper staff and inmates covary with knowledge of the organization, operation, and philosophy of Draper treatment programs? It appears that accurate information about Draper treatment programs does bear a relationship to positive attitude. Substantial positive correlations were obtained between information and attitude levels for both RRF and prison staff groups, although these correlations are somewhat less significant for the trainee and nontrainee groups.

Although the zero correlations obtained among inmates do suggest no influence of information dissemination on attitude in the inmate groups, the significant positive correlations among the two staff groups should not be overlooked. These positive correlations are encouraging but not essential; the ultimate goal of correctional research is to discover ways to induce in staff and inmates behavior changes that generalize widely and effect a reversal in inmate recidivism. As progress is made toward this end, any relationship between accuracy and attitude may diminish in significance, although it might serve a first-stage purpose of establishing communication, basic understanding of programs, and a willingness to participate in more comprehensive programs of training and intervention.

A significant means, however, of increasing scores on an index of positive attitude toward manpower training is through the intensive dissemination of accurate information about such a training program. The moderate degree of covariation which has been established between variables in the prison staff group, who did constitute a major target population, add particular weight to this conclusion.

*Is prison staff knowledgeable about the prison organizational structure and their roles within it?*The inconsistent results obtained on the questions dealing with prison staff knowledge of their organizational structure are inexplicable in terms of the study design. No systematic conclusions can be drawn from them.

*What behaviors do staff and inmates typically perceive as predictors of inmate success or failure?*While it is premature to attempt to draw final conclusions about staff and inmate predictors of rehabilitation or recidivism, certain results do point toward significant areas for further research. For example, the fact that prison staff tended to choose "rehabilitated" inmates and "good prisoners" for roughly the same reasons might indicate a need for further investigation of the kind of inmate behavior which receives correctional officer support; for if correctional officers were conclusively found to reinforce behavior which promotes institutional adjustment but which counteracts "free-world" adjustment, intervention could then be designed to effect behavior change in custodial personnel. Likewise, subjecting treatment staff and inmates to systematic behavioral observation could also yield more reliable results than can be reported by the present study.

Recommendations

It is beyond the scope of an exploratory survey of this type to sufficiently examine the full spectrum of critical environmental variables, their interrelationships, and their impact upon manpower training. Further research should concentrate on limited and closely controlled studies of individual variables within the prison environment, rather than on broad examinations of a prison environment at large.

Assuming this position, future EMLC projects should concentrate their efforts on functional analyses of behavioral variables of staff and inmates which affect recidivism or rehabilitation. An ideal situation for the study of such variables would be a 24-hour training laboratory isolated from the general prison environment where the behavior of participating staff and inmates may be closely observed and systematically modified. In such a laboratory, near-complete control could be maintained over critical variables, and research could be conducted which would be more in line with the rigorous experimental analysis of behavior.

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APPENDIX A

METHOD

METHOD

The design of this study is distinctive in that (1) a broad sampling of certain data, which previous studies conducted by the RRF and others suggest as critical, were collected; (2) based on selected findings, specific intervention procedures were designed and implemented; and (3) a post-intervention survey was conducted to determine intervention effectiveness and to validate the findings of the pre-intervention survey.

Selection of Subjects

Four critical groups were defined for the purposes of this study. (1) MDT trainees, (2) nontrainees, (3) RRF staff, and (4) prison staff.

MDT trainees were those inmates who were enrolled in the 1968-69 MDT "251" project at Draper. While all trainee *S*s enrolled in manpower training at the time of the pre-intervention survey were interviewed, only those trainees who were available for interviewing at the time of the post-intervention survey could be included in the study. Because the MDT project sought to enroll only those offenders whose release dates coincided with the completion of training, variations in pre- and post-intervention sample size resulted as the MDT program drew to a close.

Nontrainee *S*s were those offenders who were not enrolled in any training program during the EMLC study period and whose release dates, to ensure post-intervention survey availability, occurred after October 1, 1969. From a population of approximately 800 inmates, the institution furnished a list of 216 inmates meeting these criteria. A random selection of 183 *S*s was judged to be adequate to ensure availability of a sizeable sample for both pre- and post-intervention surveys. For the post-intervention survey, 93 nontrainee *S*s were randomly selected from a total of 140 inmates who had been interviewed for the pre-intervention survey and who were otherwise still available and met the study criteria.

The RRF staff *S*s were all employees available for interviewing when the surveys were administered. Only those available for both pre- and post-intervention surveys are included in this study.

The prison staff *S*s were selected from the approximately 100 employees at Draper. Variations in sample size were due to the availability of prison staff for interviews on both the pre- and post-intervention surveys. (Exact sample sizes are reported in Table 1.)

Materials

The obvious differences among the groups to be tested and the content of the survey led to the development of Interview Guides I, II and III: Interview Guide I was administered to all staff and inmate *S*s; Interview Guide III was administered to trainee *S*s and nontrainee *S*s.

Although Interview Guides II and III contain many common questionnaire items, the fact that Interview Guide II was intended for staff groups and Interview Guide III for inmate groups dictated necessary differences in questionnaire construction.

Questions were worded so that neither offenders nor staff would feel threatened by them in terms of the possibility of peer or administration disapproval or reprisal. The somewhat arbitrary system of inmate discipline and an investigation of the entire prison system by the Alabama State Department of Public Safety could have at any time posed immediate threats to prison staff and inmate *S*s, and to ignore this problem while constructing questionnaire items might have jeopardized the study.

TABLE 1

Sample Sizes

Instrument	Task	RRF staff	Prison staff	Trainees	Nontrainees
INTERVIEW GUIDE I	Pre-intervention only	50	76	95	176
	Pre- and post-intervention	35	63	24	99
INTERVIEW GUIDE II	Pre-intervention only	44	58		
	Pre- and post-intervention	32	49		
INTERVIEW GUIDE III	Pre-intervention only			83	183
	Pre- and post-intervention			24	93

The following content outline was used in the development of the guides and the formulation of the sequence in which items were presented:

Interview Guide I

Knowledge of and attitudes toward the MDT project for Alabama prisoners

Actual and preferred sources of information about the MDT project and prison affairs

Interview Guide II

Staff attitudes toward:
- Offenders
- Prison administration
- Fellow employees
- Correctional practices

Staff knowledge of prison organizational structure

Extra-institutional and demographic factors that may indirectly affect manpower training

Interview Guide III

Inmate attitudes toward:
- Fellow inmates
- Prison staff
- Prison operations

For the post-intervention survey, Interview Guides I, II and III were slightly modified in that several items which yielded no significant data were eliminated from the study. It was judged that these modifications would have no effect on the other items. Eliminated items include:

a. Interview Guide I, question 34

b. Interview Guide II, questions 27, 28, 34, 35, 36, 37, 38

c. Interview Guide III, questions 14, 15, 16, 17, 18, 22

ADDITIONAL DESCRIPTIVE DATA

Additional data not central to the intervention are presented in tabular form for further reference. (See Appendix D.) The data contain descriptive information of the prison environment and may be significant in the development of future EMLC studies.

Procedure

For the administration of the pre-intervention survey an RRF staff member, a correctional officer, and two inmates were selected and trained in the interview procedure.

Each interviewer surveyed the members of his respective prison community group. Due to the termination of the officer's employment and the escape of one of the inmates, this procedure was not repeated: the post-intervention survey included the use of trained interviewers among the RRF staff to interview all four groups. This was not considered a significant variable.

The interviews for prison staff and inmates were arranged through the Draper classification and security offices. Individual, face-to-face interviews were administered to all *S*s either in the RRF facilities or in prison offices. The duration of the interview sessions was reported to range from 20 minutes to 1 hour; the mean interview time was estimated at about 30 minutes.

Description of Intervention

Preliminary analysis of the data obtained from the first administration of Interview Guide I revealed a positive correlation between accurate information scores and positive attitude scores in all groups (See Appendix B.) In addition, it was discovered that the prison staff, while scoring second highest as a group on information, scored lowest on attitude. An intervention program was designed that would (1) disseminate direct and accurate information about the MDT program to all groups within the prison community, and (2) provide correctional officers with additional orientation to the MDT program. The intervention program consisted of three parts, presented simultaneously: the use of *Intervene*, a monthly newsletter; a sequence of bulletin board displays; and orientation sessions for correctional officers. A measurement of intervention effectiveness was implicit in the administration of the post-intervention survey. *Intervene* was designed to convey positive and factual information about the MDT program to all members of the prison community, inmates and staff alike. Each issue of *Intervene* contained one article concerning correctional officers, one article concerning the inmate population in general, one article on new concepts in training, and one article on an inmate's success in the community. An editorial presenting specific, factual and positive information about MDT objectives, structure, and staff was also included in each issue. In addition, cooperating agencies (such as the Board of Pardons and Paroles) have been the subjects of several articles.

In the period between the pre- and post-intervention surveys, four issues (June, July-August, September, and October-November) of *Intervene* were distributed. Table 2 presents the periodic distribution of each issue to illustrate the extent of readership. No copies of *Intervene* were left unclaimed after the distribution as outlined; this indicates that the newsletter has received widespread circulation. (*Intervene* continues to be published as an intervention instrument with the same distribution. A copy of each issue of *Intervene* published during the survey period is included in Appendix C.)

A bulletin board at a strategic location within the prison proper was used to similarly convey accurate information about the MDT project to the prison community. A total of seven displays, over a period of four weeks, was utilized; each display pointed out a different aspect of MDT operation. The bulletin board displays were attractively designed through the use of colored papers, photographs of specific individuals, and drawings. (The specific content of each bulletin board is summarized in Appendix C.)

Eighty-two correctional officers participated in an orientation program designed to further orient prison staff to RRF theory and practice. Six correctional officers on the night shift (9:30 p.m. to 6:00 a.m.) were unable to participate in the program.

TABLE 2

Periodic Distribution of *Intervene*

Hand distribution			
To general inmate population		260	
Prison cafe	75		
Guards' office	25		
Barber shop	75		
Library	75		
Display	10		
To prisoners in training		40	
To warden, for distribution to visiting families of inmates		50	
To RRF staff		50	
To service corpsmen		15	
To new staff and inmates at Draper		30	
Total hand distribution			445
Mail distribution			
To families of correctional personnel		110	
To former trainees		40	
To families or selected friends of trainees*		155	
To families of service corpsmen		15	
Total mail distribution			320
TOTAL DISTRIBUTION			760

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*While in training, trainees were given the opportunity to select two or three relatives or friends to whom they would like *Intervene* sent.

Each of the participating officers attended a 90-minute orientation session. Two sessions, one at 10:00 a.m. and the other at 2:00 p.m., were scheduled each work day between August 13 and September 26, 1969, for a total of approximately 70 sessions. Toward the end of the program, the number of officers in attendance at each session declined; some scheduled sessions had to be cancelled as the number of officers who had not participated approached zero.

The orientation leaders were the RRF Training Coordinator and a correctional officer who had had considerable interaction with RRF staff through his prison-assigned responsibility for orientation of visitors to the prison and RRF facilities. Inmates who were also well-trained in the orientation process acted as assistants. Materials used in the correctional officer orientations were a 16mm black and white film developed by the RRF for the purpose of providing a concise orientation to the RRF and its related projects and a series of 31 color slides depicting various RRF personnel and their activities. Coffee and doughnuts were served toward the end of each session to stimulate congeniality among the participants. The color slide presentation was developed specifically for the intervention program and the content of the presentation is included in Appendix C.

The procedure for each session consisted of four phases:

1. Introduction of orientation leaders.
2. Presentation of film and narration of slide sequence by the RRF Training Coordinator and inmate assistant.
3. Guided tour of RRF facilities with face-to-face introductions to RRF staff by correctional officer orientation leader.
4. Group discussion led by the Training Coordinator and both assistants. (Coffee and doughnuts served during discussion.)

APPENDIX B

RESULTS

RESULTS

Pre-intervention Relationship Between Information Accuracy and Attitude Positivity

A summary of the pre-intervention accuracy-positivity data is contained in Table 3. This representation contains average and dispersion indices for both measures for all four samples along with the median percentage attained on the informational and attitudinal scales along with the phi coefficient. The latter indicates the extent or intensity of covariation or relationship between the informational and the attitudinal measures.

The data of Table 3 were treated to an overall analysis of variance based on the range (Jenkins, 1967). There were significant differences associated with the primary sources of variation, namely, the informational and attitudinal measures. In addition, the interaction (reflected in the correlations or phis of the table) approached significance.

The set of means for each of the two dimensions of measurement was then treated to a multiple comparison statistical test in order to assess the contribution of individual group differences to the overall significance level achieved in the analysis of variance (ANOVA). The "layer" procedure was followed in which means for groups, arranged in order of magnitude, are peeled off like layers of an onion.

On the informational measure, the RRF group separates off by itself; prison staff and trainees constitute a joint group and nontrainees still a third group. The rank order of accuracy from highest to lowest is: RRF staff, prison staff, trainees, and nontrainees.

On the attitudinal measure, the four groups separated one from another with the rank order (highest to lowest) being RRF staff, trainees, nontrainees, and prison staff.

Some overview statements may be made about these outcomes. RRF staff scored highest on both accurate information and positive attitude scales. Prison staff, while scoring second-highest in informational accuracy, fell well below all other groups in positive attitude.

The differential correlations contained in Table 3 are probably real. The positive correlations between accuracy and attitude ranked in order are: RRF staff, prison staff, nontrainees, and trainees. The difference between the two inmate groups is intriguing but may constitute a sampling phenomenon. It is possible, however, that the training program may have had a differential effect upon trainees.

Post-intervention Relationship Between Information Accuracy and Attitude Positivity and Pre-to-Post Comparisons

Pre- and post-intervention data for accuracy of information and positive attitude on 55 prison staff members on the day shift, 8 prison staff members on the night shift, 24 trainees, 99 nontrainees, and 35 RRF staff members were available. These sub-samples are considered in the following report.

In both accuracy of information and positive attitude, a pre- and post-intervention percentage score was obtained separately for each interviewee. Individual pre-to-post comparisons were thus available which reflect, at least in part, the influence of intervention through change in level of accuracy or attitude.

Table 4 shows data for all five groups which describes level of information accuracy. From this representation it can be seen that the overall mean level of accuracy is around 40-60% for all groups excepting the RRF staff for which the average percent correct is considerably higher. An overall analysis of these data by the JIC (Jenkins Index of

Covariation) yields a value of .520 ($p < .001$). This appreciable significance is greatly enhanced by the inclusion of the RRF staff; the JIC value drops to .293 ($p < .001$) when the RRF subsample is excluded. Nevertheless, it appears that the absolute level of performance in accuracy of information meets usual standards. Of further note is the great variability within and across groups, excepting again the RRF staff. Percentage scores in the accuracy measure for the prison day staff, for instance, range from 18 to 100%.

Of more importance are the data for Table 4 that deal with change scores. In terms of information, trainees and RRF staff gained appreciably more than did other groups. Although prison day staff and nontrainees did show some increment in performance, it may be attributable to chance; prison night staff showed a loss in performance. In this connection, references are made to the top section of Table 6: more than 50% within all sub-samples gained in accuracy of information with 67% of the prison day staff and more than 90% of the RRF staff and trainee subsamples showing such a gain.

The intervention procedures, therefore, appear to have been effective in increasing accuracy of performance on an information index. As a comparison group was not used in this investigation, it is difficult to predict whether such a change would have taken place without intervention; such an event, however, seems unlikely.

Table 5 shows distribution statistics parallel to those of Table 4 for all five subsamples in the area of positive attitude. Appreciably high scores were achieved by all groups. There does not appear to be a substantial differential favoring prison day staff with whom the most intensive intervention took place; the slight decrease in positive attitude on the part of the RRF staff is probably attributable to chance, although pre-intervention attitude scores for the RRF staff were high. Change scores in attitude, however, represented an appreciably higher gain for prison day staff than for the other four groups.

Supplemental information on the number of individuals showing gains in positive attitude is reported in the bottom portion of Table 6. The percentage gaining among prison day staff is exceeded only by the percentage gaining among trainees. All groups showed a majority of individuals gaining with the exception of RRF staff who were about evenly divided. Comparing the gain score figures of Tables 4, 5, and 6, a somewhat larger percentage of *S*s in all subsamples gained in attitude level than gained in accuracy level. It appears, despite the absence of a control group, that intervention was effective in generating a moderate to substantial increase in positive attitude, at least on the part of prison day staff, although any increment in the remaining four groups on this index is less substantial.

Correlation of attitude with accuracy. Table 7 shows a phi coefficient computed on a high-low basis, divided at the median of both distributions between accuracy of information and positivity of attitude for each of the five subsamples involved in this investigation. Both RRF staff and prison day staff show a moderate degree of correlation between accuracy and attitude. Both inmate groups show near-zero correlations.

Sub-comparisons (see Table 8). Table 8 shows some sub-comparisons on both accuracy and attitude. The top half of the table compares the prison day staff and the prison night staff. In both accuracy of information and positivity of attitude, prison day staff is significantly above prison night staff as one might also infer from examination of Tables 4, 5, and 6.

Further comparison was made between trainees and nontrainees. In terms of accuracy of information trainees show a substantial superiority over nontrainees by a factor of about 1.5. This would tend to indicate that trainees are accumulating some additional information about MDT objectives, results, and philosophy from their experiences. It is interesting to note, however, that in positivity of attitude nontrainees scored higher, though not significantly so, than trainees, possibly a function of chance.

Naming of Rehabilitated, Nonrehabilitated, or "Good Prisoners" (see Table 9)

Prison staff and nontrainees tended to name *nontrainees* as being rehabilitated, nonrehabilitated, or "good prisoners" with high frequency, while RRF staff and trainees tended to name *trainees* in those capacities with high frequency.

Attitudes Toward Specific Staff and Inmates

Wide variation in responses was obtained on questions dealing with the naming of behaviors which indicate inmate recidivism, inmate rehabilitation, or "good" correctional officer behavior. No definitive conclusions may, therefore, be reached; the data are presented in tabular form. (See Tables 10, 11, 12, 13, 14, and 15.)

Staff Attitudes Toward Training and Interstaff Contact (see Table 16)

All staff members reported a desire for more training with a slight pre-to-post increase for RRF staff and a slight pre-to-post decrease for prison staff. The overwhelming majority in each staff group approved interstaff meetings and suggested that these meetings be more often than in the past.

Prison Staff Knowledge of Prison Organizational Structure (see Table 17)

Prison staff decreased significantly in their overall knowledge of the prison organizational structure. Major pre-to-post decreases were recorded on all five questions dealing with this prison staff knowledge of prison organizational structure. Conversely, prison staff increased dramatically in their reports of sufficient instructions about "assignments, posts, and duties."

Initial, Current, and Preferred Sources of Information (see Tables 18, 19, and 20)

RRF staff. RRF staff tended to report receiving initial and current information about the MDT project from within their own group; about prison rules, policies, and procedures from prison officials (to the virtual exclusion of correctional officers); and about rumors from no specific source. Preferred sources of information for RRF staff members closely paralleled actual sources.

Prison staff. Correctional officers were reported to be the largest group for initial information about the MDT project on the pre-intervention survey, while on the post-intervention survey the RRF staff emerged as the most-mentioned source of initial information.

On the pre-intervention survey, prison staff were fairly evenly divided between prison officials, correctional officers, and RRF staff as to actual source of information about the MDT school; on the post-intervention survey, however, a majority reported consulting the RRF staff about this information. Prison staff consulted each other about prison rules, policies, and procedures, with a slight tendency toward consulting prison officials about these matters. A majority of prison staff generally had no specific source of information about rumors. Preferred sources of information for prison staff generally paralleled actual sources.

Trainees. The largest group reported by trainees as an initial information source about the MDT school was other inmates.

The RRF staff was overwhelmingly the largest group consulted for current information about the MDT school. Prison officials were the largest group consulted for information about prison rules, policies, and procedures; the correctional officers were hardly mentioned in this capacity on the pre-intervention survey, although the frequency of their being mentioned increased to about 30% on the post-intervention survey. Trainees tended to get information about rumors from prison officials. Preferred sources of information for trainees roughly paralleled their usual sources.

Nontrainees. Other inmates served as the primary initial source of information about the MDT project for nontrainees.

Prison officials were the largest group mentioned on the pre-intervention survey as a source of current information about the MDT school; the RRF staff was mentioned more often on the post-intervention survey. Prison officials were again cited as the most frequent source of information about prison rules, policies, and procedures, although there was a notable pre-to-post increase in the frequency of consulting correctional officers about this information. Other inmates were reported on the pre-intervention survey as the most frequent source of information about a rumor, although prison officials were more frequently mentioned in this capacity on the post-intervention survey.

Preferred sources of information closely paralleled current sources.

Cross comparisons. All groups received initial information about the MDT school from members of their own group (considering in this instance all prison staff as one group, as well as all inmates). The RRF staff is generally mentioned most often as current source of information about the MDT school.

Majorities in all groups consulted prison officials about information concerning prison affairs. Prison staff consistently reported consulting correctional officers to some degree. On the post-intervention survey, a significant percentage of each inmate group reported consulting correctional officers as well.

Sources of information about rumors were generally mixed, although staff groups tended to follow up rumors within their own groups. Preferred sources of information paralleled actual; RRF staff preferred sources other than correctional officers on all subjects.

TABLE 3

Pre-intervention Information Accuracy and Attitude Positivity

Item	RRF staff (N = 50)		Prison staff (N = 75)		Trainees (N = 95)		Nontrainees (N = 174)	
	A[a]	P[b]	A	P	A	P	A	P
Mean	10.2	9.5	9.6	8.4	9.3	8.8	6.8	8.2
Median	12.5	10.1	8.3	6.8	8.6	8.4	7.4	8.1
Range	14	6	12	10	11	7	16	11
Est. SD	5.0	2.2	1.4	1.1	1.2	0.7	1.6	1.0
Median %	62.5	91.8	41.5	61.8	43.0	76.4	38.0	72.7
Phi	.30		.23		.10		.21	
p	.015		.02		.16		.003	

[a] A = Accurate
[b] P = Positive

TABLE 4

Post-intervention Information Accuracy

Item	RRF staff (N = 35)	Prison day staff (N = 55)	Prison night staff (N = 8)	Trainees (N = 24)	Nontrainees (N = 99)	JIC
Mean percentage accurate	87.0	50.1	36.0	63.8	43.3	.520($p < .001$) [a].293($p < .001$)
Median percentage accurate	88.8	53.0	34.0	63.0	45.0	.755($p < .001$) [a].305($p < .001$)
Range in percentage accurate	100 to 63	100 to 18	53 to 26	84 to 37	85 to 5	
Mean percentage pre/post change	+24.4	+4.6	-9.9	+16.5	+4.1	.301($p < .001$)
Median percentage pre/post change	+23.9	+3.6	-1.0	+18.0	+2.0	.218($p < .02$)
Range in percentage pre/post change	+59 to -5	+49 to -55	+7 to -44	+39 to -8	+54 to -50	

[a] Excluding RRF staff subsample

TABLE 5

Post-intervention Attitude Positivity

Item	RRF staff (N = 35)	Prison day staff (N = 55)	Prison night staff (N = 8)	Trainees (N = 24)	Nontrainees (N = 99)	JIC
Mean percentage positive	82.4	68.7	67.9	63.8	80.5	.245 (p = .005)
Median percentage positive	88.0	77.0	71.0	63.0	86.0	.329 (p < .001)
Range in percentage positive	100 to 65	100 to 29	88 to 24	84 to 37	100 to 47	
Mean percentage pre/post change	-2.26	13.9	-6.5	4.5	6.1	.174 (p = .05)
Median percentage pre/post change	0.0	18.0	4.0	6.0	4.0	.137 (p = .08)
Range in percentage pre/post change	39 to -18	59 to -44	18 to -76	33 to -18	70 to -47	

TABLE 6

Pre-to-post Gains in Accuracy and Positivity

Item	RRF staff (N = 35)	Prison day staff (N = 55)	Prison night staff (N = 8)	Trainees (N = 24)	Nontrainees (N = 99)
			Accuracy		
N gaining	34	37	4	22	54
% gaining	97.2	67.3	50.0	91.7	54.5
Chi square = 29.7, df = 4, p < .001			Phi = .37, p < .005		
			Attitude Positivity		
N gaining	17.5	38.5	5	18	57
% gaining	50.0	70.0	62.5	75.0	57.6
Chi square = 6.4, df = 4, p < .20			Phi = .17, p < .05		

TABLE 7

Post-intervention Correlations of Accuracy and Positivity, by Group

Group	Correlation
RRF staff (N = 35)	.38 ($p < .05$)
Prison day staff (N = 55)	.33 ($p < .01$)
Prison night staff (N = 8)	.41 ($p = .185$)
Trainees (N = 24)	-.07 ($p = .78$)
Nontrainees (N = 99)	.14 ($p = .085$)

TABLE 8

Post-intervention Sub-comparisons in Information Accuracy and Attitude Positivity

Item	Accuracy	Positivity
	Prison day staff vs. prison night staff	
t	2.2 ($p = .02$)	1.7 ($p = .04$)
HLC	.28 ($p = .015$)	.17 ($p = .17$)
	Trainees vs. nontrainees	
t	5.6 ($p < .00001$)	-0.66 ($p = .50$)
HLC	.72 ($p < .00001$)	.44 ($p < .0001$)

TABLE 9

Relative Frequency of Occurrence: Trainee Named vs. Nontrainee Named

Group		"Rehabilitated"		"Not rehabilitated"		"Good prisoner"	
		Pre	Post	Pre	Post	Pre	Post
RRF staff	Trainee	77%	37%	75%	50%	100%	39%
	Nontrainee	23%	63%	25%	50%	0%	61%
	Chi square	218.6	21.1	203.8	62.4	426.3	26.0
	p	< .01	< .01	< .01	< .01	< .01	< .01
Prison staff	Trainee	3%	11%	0%	3%	0%	7%
	Nontrainee	97%	89%	100%	97%	100%	93%
	Chi square	16.6	4.2	23.4	16.6	23.4	9.5
	p	< .01	< .05	< .01	< .01	< .01	< .01
Inmate trainees	Trainee	48%	48%	---	---	36%	25%
	Nontrainee	52%	52%	---	---	64%	75%
	Chi square	54.7	54.7	---	---	18.8	2.3
	p	< .01	< .01	---	---	< .01	> .10
Inmate non-trainees	Trainee	7%	11%	---	---	12%	11%
	Nontrainee	93%	89%	---	---	88%	89%
	Chi square	9.4	4.2	---	---	3.2	4.2
	p	< .01	< .05	---	---	< .10	< .05

Note--Expected frequency: Trainee 19%, Nontrainee 81%

TABLE 10

Indicators of "Rehabilitation"

	RRF staff		Prison staff	
	Pre	Post	Pre	Post
	Good worker (7) Good attitude (4) Good progress in training (4) Actions (3) Plans for future (3) Out of trouble (3) Not "hardened" (3) Other (9)	Good worker (7) Good attitude (7) More mature (3) Cooperative (3) Wants to get out (3) Other (26)	Sincere (8) Respectful (8) Good worker (8) Courteous (6) Trustworthy (6) Cooperative (4) Mature (4) Clean (3) Talks well (3) Learned his lesson (3) Other (17)	Good worker (9) Good attitude (8) Respectful (3) Good family ties (3) Actions (3) Been through school (3) Dependable (3) Other (19)
Total responses	36	49	70	51
N responding	12	25	31	36

Note.--Numbers in parentheses indicate response frequency

TABLE 10--Continued

	Trainees		Nontrainees	
	Pre	Post	Pre	Post
	Good worker (3)	School has helped (7)	Minds his own business (12)	Good attitude (29)
	Interest in prison school (3)	Plans for future (5)	Actions (8)	Minds his own business (20)
	Good attitude (3)	Good attitude (5)	Good worker (6)	Actions (18)
	Other (11)	Wants to get out (3)	Good attitude (6)	Gone to school (16)
		Minds his own business (3)	Gets along with everyone (5)	Changed (9)
		Intelligent (3)	Changed (5)	Good worker (6)
		Other (19)	Wants to stay out (4)	Intelligent (5)
			Long sentence (3)	Learned his lesson (4)
			Helpful (3)	Gets along with everyone (3)
			Other (24)	Dependable (3)
				Likes to read (3)
				Other (14)
Total responses	20	45	76	130
N responding	21	23	58	84

TABLE 11

Indicators of "Nonrehabilitation"

	RRF staff		Prison staff	
	Pre	Post	Pre	Post
	Poor attitude (3) Other (12)	Doesn't abide by rules (4) Involved in rackets (3) Other (19)	Recidivist (8) Always in trouble (6) Poor attitude (5) Immature (3) No respect (3) Other (14)	Recidivist (7) Always in trouble (4) Narcotics and drinking (4) Poor worker (3) Adjusted to prison life (3) No behavior change (3) Plans future crime (3) Schemes against administration (3) Other (27)
Total responses	15	26	39	57
_N_ responding	9	14	28	34

Note.--Numbers in parentheses indicate response frequency.

TABLE 12

Indicators of Inmate Success in Prison

	RRF staff		Prison staff	
	Pre	Post	Pre	Post
	Keeps out of trouble (5) Gets along with people (5) Good worker (4) Follows rules (3) Other (5)	Keeps out of trouble (5) Cooperative (4) Functions well in prison society (3) Good worker (3) Obedient (3) Other (13)	Good worker (24) Cooperative (7) Courteous (5) Obedient (3) Manipulates inmates (3) Other (7)	Good worker (12) Obedient (11) Keeps out of trouble (9) Respectful (7) Courteous (5) Agreeable (5) Good all-around prisoner (4) Other (13)
Total responses	22	31	49	66
N responding	9	17	36	34

Note.--Numbers in parentheses indicate response frequency.

TABLE 12--Continued

	Trainees		Nontrainees	
	Pre	Post	Pre	Post
	Gets along with everyone (5) Minds his own business (4) Obedient (3) Other (2)	Minds his own business (13) Obedient (7) Gets along with everyone (4) Other (5)	Minds his own business (13) Gets along with everyone (12) Doesn't tell on inmates (4) Good personality (3) Other (9)	Adjusted to prison life (35) Minds his own business (31) Good attitude (5) Good worker (5) Actions (4) Other (9)
Total responses	14	29	41	89
N responding	14	20	40	65

TABLE 13

Indicators of Inmate Recidivism

	RRF staff		Prison staff	
	Pre	Post	Pre	Post
	No discipline (4) Other (11)	Influenced by others too easily (3) Other (18)	Drinking and narcotics (19) Old friends (7) Can't accept responsibility (4) Thief (3) Other (8)	Drinking and narcotics (8) Recidivists (7) Old friends and family (3) Other (9)
Total responses	15	21	41	27
N responding	9	18	34	24

Note.--Numbers in parentheses indicate response frequency.

TABLE 14

Behaviors Typical of "Model" Correctional Officers

	RRF staff		Prison staff	
	Pre	Post	Pre	Post
	Fair (4)	Fair (7)	Fair (12)	Fair (11)
	Firm (3)	Firm (3)	Does good job (10)	Concern for inmates (11)
	Understanding (3)	Concerned for inmates (5)	Respects everyone (6)	Does good job (8)
	Takes interest in inmates (3)	Pleasant (5)	Understanding (5)	Gets along with everyone (7)
	Other (9)	Does good job (4)	Sincere (4)	Good man (6)
		Good relations with inmates (3)	Alert (4)	Alert (4)
		Educated (3)	Firm (4)	Good attitude (4)
		Helpful (3)	Backs his men (4)	Goes by rules (4)
		Other (15)	Strict (3)	Even-tempered (3)
			Can handle inmates (3)	Doesn't antagonize inmates (3)
			Tries to better himself (3)	Reasonable (3)
			Other (12)	Other (23)
Total responses	22	48	70	87
N responding	11	28	37	45

Note.--Numbers in parentheses indicate response frequency.

TABLE 14--Continued

	Trainees		Nontrainees	
	Pre	Post	Pre	Post
	Fair (6) Understands inmates (4) Well-liked (3) Other (2)	Fair (7) Understanding (7) Talks with inmates (6) Gets along with inmates (5) Helpful (3) Gives more than one chance (3) Other (11)	Fair (24) Helpful (9) Understanding (10) Respectful (8) Doesn't mistreat inmates (7) Talks with inmates (7) Talks well (6) Does his job well (5) Gets along with inmates (4) Minds his own business (3) Neat (3) Other (10)	Fair (26) Talks with inmates (21) Does his job well (17) Friendly and respectful (16) Helpful (11) Understanding (10) Dependable (7) Talks well (5) Keeps prison clean (3) Doesn't listen to hearsay (3) Actions (3) Other (14)
Total responses	15	42	96	136
N responding	16	24	82	86

TABLE 15

RRF Staff Named as Understanding Correctional Officers' Role, by Occupation

Occupation	RRF staff		Prison staff	
	Pre	Post	Pre	Post
Instructors	21	45	11	24
Counselors	14	30	2	8
Administrative	7	28	7	13
Research	3	20	10	5
Other	4	3	1	5
Total responses	49	126	31	52
_N_ responding	13	29	26	29

Note.--Subjects tended to name RRF staff with whom they were more familiar or had had more contact.

TABLE 16

Attitude toward Training and Interstaff Contact

Question	Response	RRF staff		Prison staff	
		percentage pre	percentage post	percentage pre	percentage post
Do you think it would be beneficial for Federal School employees and correctional officers to get together to exchange ideas and information?	Yes	91	91	92	94
	No	9	9	6	4
	NR	0	0	2	2
Should it be more often? (Than at present)	Yes	69	66	90	88
	No	0	0	0	2
	NR	31	34	10	10
Would you like to have more training?	Yes	75	91	86	78
	No	22	9	10	22
	NR	3	0	4	0

TABLE 17

Prison Staff Knowledge of Organizational Structure

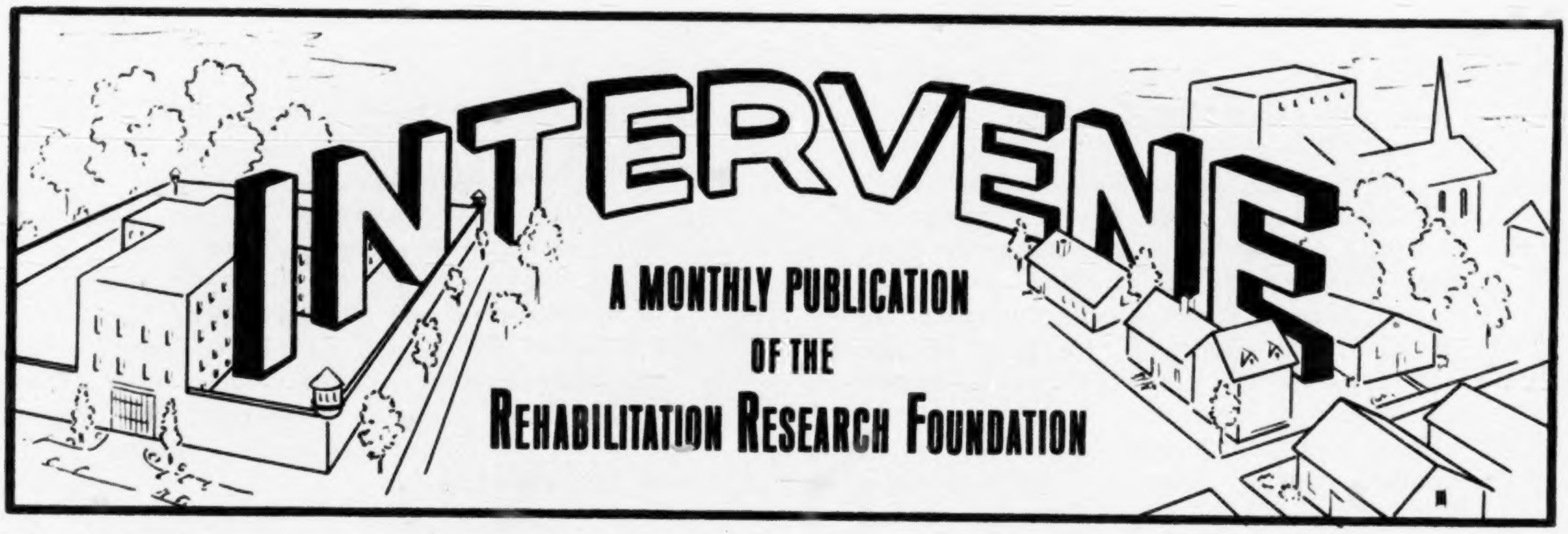
Question	Responses	Prison staff percentage pre	 percentage post
What is the name of the state department that has jurisdiction over all the state prisons?	A	92	78
	I	4	14
	NR	4	8
Which personnel are employed under the state merit system?	A	78	39
	I	22	59
	NR	0	2
What is the name of the state department that regulates merit system employment practices for all the state departments?	A	92	47
	I	4	31
	NR	4	22
How many board members serve on the State Board of Corrections?	A	80	67
	I	10	25
	NR	10	8
Are they employed full time?	A	65	35
	I	23	59
	NR	12	6
Generally, are there enough instructions about your assignments, posts, and duties?	Yes	6	69
	No	88	27
	NR	6	4

Note.--Key: A = Accurate; I = Inaccurate; NR = No response

APPENDIX C

INTERVENTION MATERIALS

Intervene: A Sample Issue



INTERVENE
A MONTHLY PUBLICATION
OF THE
REHABILITATION RESEARCH FOUNDATION

Vol. I No. 5 Draper Correctional Center, Elmore, Alabama Oct. - Nov. 1969

EX-TRAINEE IN VIETNAM

(Editor's note: From time to time we will publish success stories about our former trainees. To protect the individual whose story is to be featured, we will use a fictitious name. Although the name is fictitious, the remaining details are taken from true events in the life of this former trainee.)

Art Ray is an ex-offender. Many of us remember his being at Draper and participating in the RRF's manpower training project. He learned to be a small electrical appliance repairman and was paroled to a training-related job in Montgomery in May of 1965. He immediately began work for $1.25 per hour.

Today Art is in the U.S. Army, serving his country in Vietnam. Since the Army does not ordinarily pull ex-offenders into its ranks, Art's story is not an ordinary one.

This former trainee's first communication with a Selective Service Board occurred after he had worked in the free world long enough to realize he needed more education and training. He had heard many favorable remarks about the opportunities offered by the Army and decided he wanted to take advantage of them. However, the first time he contacted the Selective Service Board, he was refused because "you have a record," officials stated.

Art could have given up, but he persisted. He went to Kansas City, found

(continued on page 7)

Sam Hutto, President of the Dracore Jaycees, poses with donations to their "Toys for Tots" campaign. The Jaycee's, under chairman Roosevelt Jones, are mending toys which they will send to the Partlow School in Tuscaloosa for Christmas. They will accept repairable toys until November 15. Intervene applauds the Dracore Jaycees for their fine effort.

INSIDE THIS ISSUE

New Illustrated Parole Series

Crossword Puzzle

What Do You Read?

Boiler Repair Work

THIS TWO-SIDED THING CALLED PAROLE

Realizing that new parolees have thoughts other than the "nitty-gritty" details of parole restrictions, Intervene has sought to provide these details before inmates are released on parole. In so doing, we have borrowed our facts from the vast parole knowledge of Jim Morrison, Parole Supervisor, and our humor from Robert Crittendon, Draper inmate. Each issue of Intervene will carry "This Two-Sided Thing Called Parole." A better understanding of the reasoning behind parole regulations may make "the difference" in remaining free when that crucial time comes.

" My Parole Officer says I don't have permission......."

Parolees often think of their parole officers with less than kind thoughts, particularly when they want to get married. This seems to be one realm where the parolee doesn't welcome advice, friendly or otherwise. Not infrequently parolees wonder why they have to have permission to get married.

In some instances when a married man is sent to prison, his wife will start divorce proceedings. The man receives divorce papers which, if he signs them, leave him thinking the divorce is final. All too often this is not the case. For various reasons, the divorce may not have been probated and thus would not be final. Parole officers have cases on record where parolees have innocently been married as many as four different times without having been divorced once.

Parole officers require the same certification of divorce from the intended bride as well. In cases where the woman does not know whether she is legally divorced, officers help them obtain this information. Certainly it is just as important for the woman to be "legally free" as it is for the parolee.

Other legalities arise in the question of marriage, especially with "lifers." Until 1965, men serving life sentences in Alabama were considered "civilly dead" six months after conviction and were therefore not legally bound to civil contracts, such as marriage. In 1965, the Alabama legislature repealed this condition so as to permit the State Pardons and Paroles Board to grant such a man "civil life" or the right to enter into civil contracts, such as marriage, purchase of a home, etc. (Until this condition was appealed in 1965, a "lifer" could not buy a house.) While a "lifer" can get married without being granted "civil life," the intended bride should be informed of her legal rights in the situation.

Informing her of the legal aspects of her intended marriage is but one of the reasons for the parole officer's counseling with her. If she is aware of the man's situation and the requirements and restrictions of his parole, she can better help him stay out of trouble. Also she will understand should the parole officer turn up in the middle of the night for suspected parole violation. Knowledge of the facts will make her more aware of her role as well as help insure the success of the marriage.

The only other consideration of parole officers in the question of marriage is the support required of parolees for other dependents. If a man has three children by another woman for whom he is responsible, can he financially assume the support of a new wife and possible family? Of course, most men think they can, especially when they are anxious to get married. However,

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LETTERS MENTION INTERVENE

(Editor's note: Malon Graham, former personal-social class instructor, received letters from several of his former students. Malon has permitted us to quote brief portions which mention Intervene.)

Dear Mr. Graham:

I am working in Hartselle... I enjoy reading Intervene every month...

Sincerely yours,

Bobby Campbell

****

Dear Mr. Graham:

I read Intervene that was sent to me. It looks like things are going well. Keep up the good work... You helped me and I am glad I had a chance to go to school...

Sincerely yours,

Stephen Huggins

****

Dear Mr. Graham:

I am writing to let you know that I read the article, 'Video Tape Tells the Truth,' in the July-August issue of Intervene. Everything said in it was the truth...I wish there was some way I could help you...

Sincerely yours,

Billy Wayne Ivy

IN CASE YOU ARE WONDERING...

Repair of the prison boilers and pipes has been under way since early October and is expected to be completed by the end of the month, according to J. W. Foreman, Assistant Maintenance Supervisor.

A check of the heating system in preparation for winter revealed a number of leaks in the pipes and several faulty parts in the two boilers. A crew of 12 inmates has been occupied with this repair work during most of October. In order to keep the prison supplied with heat and hot water during the operation, one boiler is kept in use while the other is under repair.

By Christmas, gas heat is expected to be in use throughout the Draper heating system. Steam heat, however, will continue to be used for kitchen and laundry purposes.

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GUARDS ON DUTY ...

John T. Mason, on duty in the cotton field.

William Wright on duty in prison cubicle. He opens electric gates.

Theodore Robinson and Kenneth Calloway in conference.

W. W. Fiquet, chief steward in dining hall.

Jim Henry Boyer standing on the tower outside the prison yard.

B. F. Collier and John Gardner making an announcement on the prison public address system.

A. L. Gibbons on duty as men go to lunch.

Bento Murchison checking inmates out to work on the farm.

WHAT DO YOU READ?

Do you read Intervene? What articles do you read? Do you enjoy them? Do you think the Foundation's school is really rehabilitating the inmates who attend?

Wives of correctional officers assisted in the Foundation's efforts to find out what readers are thinking when they gave their replies in a recent telephone survey to the editor of Intervene. Those who answered replied to the above questions concerning their reaction to the paper. Most enjoyed it and found it interesting.

Among the more popular articles were, "Good Morning, Mr. Britt," "The Clothing Room," and "Freddie can read."

Comments about the paper in general were:

"It's interesting."

"It brings out the good points."

"It's positive."

"I learned interesting things about the prison and its work that I didn't know before."

Varied remarks were received about the school and its value:

"Inmates do need rehabilitation."

"Training is good."

"I know some boys who have gone through the school and have done well."

"It's good to know what goes on at the prison."

"Any training is valuable."

"Society can also help by taking an interest in the boys."

"If it changes only one out of 20, the school is worthwhile."

Telephone interviews will be conducted for future issues to keep in touch with our readers.

WHY SERVE TIME?

LET TIME SERVE YOU

READ AND LEARN

IT IS POSSIBLE...

The article on Art Ray and his experiences with the Selective Service Board prompted us to research Army Regulations 601-210-Personnel Procurement.

The Armed Forces can process a man into service who has a felony and has served time. It must, however, be a meritorious case. Though convicted felons are neither drafted nor recruited, they are allowed entrance into the service under certain conditions.

A minimum of three letters must be written by reputable members of the community stating that the prospective inductee has demonstrated a behavioral change. Police records are checked and a complete history of the person is written. A report of the investigation is then forwarded to higher authority for approval.

There are certain waiverable and non-waiverable offenses which determine acceptance or rejection.

Non-waiverable offenses include:

Intoxication or drug use
Insanity
Psychological disorders
Questionable moral character
Sexual perversion
Drug addiction
Venereal disease
Previous discharge from service
  due to:
    Unfitness
    Unsuitability
4F category
1Y category
Received severence pay

Waiverable offenses:

Aggravated assault
Arson
Breaking and entering
Burglary
Carnal knowledge
Passing checks
Manslaughter

Note: Above lists incomplete

(Ex-Trainee, continued from page 1)

a job at one of the Western Auto Stores where he earned $1.50 per hour, and in the spring of 1967, once again contacted the Selective Service Board. As he had done earlier in Montgomery, Alabama, Art leveled with the board about his having served a sentence at Draper.

The official at the Selective Service Board in Kansas City told him, "If you really want to get into the Army and are willing to help yourself, I believe I can help you." As a result, Art was given assistance in writing letters to an official in Chicago who eventually was persuaded to grant a waiver of ineligibility. Further correspondence with the Chicago and Washington, D.C. offices opened the way for this former Draper inmate to enlist in the U. S. Army in July, 1967.

Private Art Ray thus began his Army tour of duty, receiving his basic training at Ft. Leonardwood, Missouri, and some advanced training at Ft. Lee, Virginia. Next he went to Germany where he served for 14 months with the Medical Crops.

Art's Army career has been an energetic one, filled with interesting experiences. He has gained the equivalency of two years of college, has traveled across the country and to Europe, and has gained a wife and baby daughter.

After entering the Army, Art joined the Big Brother Foundation to which he still belongs. As a member, he adopted a 13 year old foster child.

"I send the family who has responsibility for this child $10 a month toward his support," Art explained. "The money buys food and clothing for him. His father was killed in Vietnam when the child was ten years old."

Asked of what benefit his training at Draper had proved to be in the free world, the ex-offender replied: "My training at Draper gave me the boost I needed in starting life over again. When I was a teenager, my parents didn't care about me the way some parents seem to care for their children. My father and I couldn't talk. When I had a problem, I had no one who understood. I soon began running with the wrong crowd and ended up at Draper in 1964 to serve a sentence for second degree burglary."

"When I was at Draper, many people there wanted to help me. I can see better what they were trying to do, now.

"There were also people in the free world, such as my employer and his wife, who helped give me a bit more of a boost toward new goals and a new life.

"I was lucky to get into the Army. When I finish my tour of duty in the service, I hope to go back to Kansas and finish college. I've already talked some with the college people there."

While visiting Draper and the RRF projects, Art Ray was invited into one of the classes to relate some of his experiences to the current group of trainees. The session was videotaped so that future trainees may benefit from this ex-offender's success story.

Art, who believes many ex-offenders should be given an opportunity to serve in the military, talked to a number of trainees who were interested.

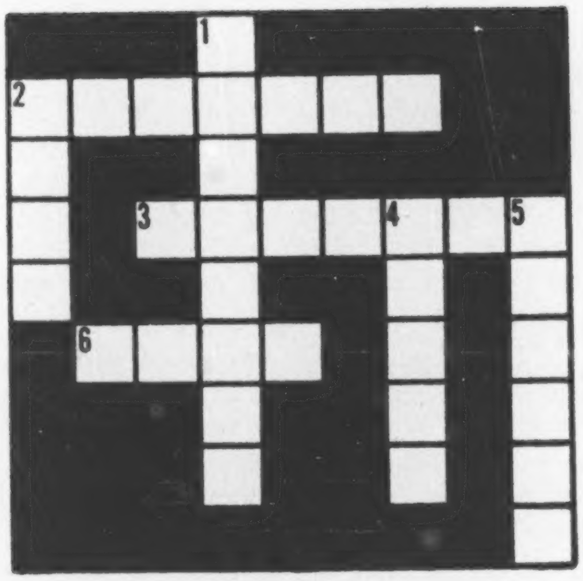
His parting words were: "I just wanted to come back and encourage each of you to do your best. The educational opportunities offered by the Foundation really give you a head-start in the free world. A man can come here, as I did, with only a seventh grade education and no work experience or training and, if he works hard, leave with a skill and a capability for earning a living. Best of all, he's set to continue to learn new skills--skills with which to earn a living and skills he needs to live alongside his fellowman." ▪

(Parole, continued from page 2)

a parolee must be able to show this ability in black and white. Otherwise he may find himself once more in trouble.

After all legal and financial entanglements are cleared, parole officers give the go-ahead to the marriage. The "Who" has no effect on their decision. The protection that this wise counsel offers is well worth the time and effort required of the parolee.

▪



Across

2. The percentage of Alabama prisoners who usually return to prison.

3. One of the five vocational trades offered by the RRF last year.

6. Many men are in prison because they don't have the skills to get a job and ________ a forty hour week.

Down

1. The initials RRF stand for Rehabilitation ___________ Foundation.

2. At Draper, students study material which is _______ instructional.

4. Part of the job of the RRF is to try out new _________ about how to rehabilitate prisoners.

5. The ___________ keep the security of the institution and have much more contact with the inmates than the instructors.

Bulletin Board Displays

SUMMARY OF SEVEN BULLETIN BOARD DISPLAYS

Display 1

Partners in (the prevention of) Crime: How Dr. John M. McKee and John Watkins came to cooperate in the establishment of a self-instructional school at Draper Correctional Center. Previous affiliations of both men: McKee, Director of Alabama State Department of Mental Health; Watkins, Warden of Draper Correctional Center.

Display 2

McKee Comes to Draper: John M. McKee leaves Department of Mental Health to devote his full time to experimentation at Draper Correctional Center.

Display 3

The Rehabilitation Research Foundation is a private, non-profit corporation.

Display 4

Rehabilitation, Research, Foundation: Dictionary definitions of all three terms. The words are used repetitively, in several contexts, to show their relationship to one another and to firmly establish their denotations.

Display 5

The RRF conducts experiments in human behavior: Further identification of the RRF as a research–and not a service–organization.

Display 6

Prisoners, when free, just didn't learn
And found it hard a living to earn
So they stole or they killed..most any ol' crime
In order to get a measly dime.

Now how to keep prisoners out and free
Has always been sort of a mystery
In order to earn they had to learn,
But "how" was the matter of greater concern.

Two men (who were up in the first display)
Had a plan they hoped would save the day
Teach the prisoner alone would surely give him skill,
But who in the world could foot such a bill?

"Let him teach himself..." the two men said.
At his own rate of speed, let him fill his head
With the power to earn, he may remain free
And become a useful member of the community.

Display 7

What do all the people do? Paper figures representative of all RRF staff members identified with names and grouped according to RRF program divisions.

Correctional Officer Slide Presentation

CORRECTIONAL OFFICER SLIDE PRESENTATION

SLIDE	NARRATION
1. Draper Correctional Center main corridor	DRAPER CORRECTIONAL CENTER APPEARS TO BE LIKE ANY OTHER CORRECTIONAL CENTER. THE PRISONERS LIVE BEHIND BARS.
2. Farm squad waiting at back gate.	THEY MUST WORK ON ONE OF MANY JOBS, FOR EXAMPLE, THE FARM. BUT IN ONE RESPECT, DRAPER IS DIFFERENT. THE REHABILITATION RESEARCH FOUNDATION OFFERS SOMETHING NEW FOR PRISONS.
3. Trainees and manager in P.I. classroom.	PRISONERS CAN GO TO SCHOOL. PROGRAMMED TEXTBOOKS ALLOW STUDENTS TO STUDY AT THEIR OWN SPEED. THERE IS NO TEACHER WHO STANDS IN FRONT OF THE CLASS. INSTEAD, INSTRUCTORS MOVE AROUND TO SEE HOW EACH STUDENT IS DOING.
4. P.I. manager in P.I. materials room.	WHEN A STUDENT COMES INTO THE SCHOOL, HE IS TESTED TO FIND HIS EDUCATIONAL LEVEL. THEN HE IS GIVEN BOOKS WHICH ARE WRITTEN FOR HIS LEVEL. TO BE ABLE TO DO THIS, WE HAVE MANY BOOKS FOR EACH COURSE AT DIFFERENT GRADE LEVELS. THE RIGHT BOOKS ARE CHOSEN FOR EACH STUDENT SO HE CAN LEARN QUICKLY AND EASILY.

5. College corpsman grading examination	IN ADDITION TO GIVING INDIVIDUAL HELP, INSTRUCTORS MUST GIVE THE STUDENTS TESTS AS SOON AS THEY ARE READY FOR THEM. WHEN A STUDENT TAKES A TEST, IT IS GRADED AND HE IS TOLD HOW HE SCORED. IF THE STUDENT NEEDS TO STUDY MORE, HE IS TOLD WHAT TO STUDY. FOR EXAMPLE, IF A STUDENT MISSES MANY PROBLEMS ON FRACTIONS, HE IS TOLD TO STUDY FRACTIONS AND TAKE THE TEST AGAIN.
6. Reading specialist in reading laboratory.	THE SCHOOL ALSO HAS A READING LABORATORY. STUDENTS WHO HAVE READING PROBLEMS GET SPECIAL ATTENTION BY A TRAINED READING TEACHER.
7. Inmate trainees with reading instructional equipment.	STUDENTS ALSO WORK WITH SPECIAL EQUIPMENT AND MATERIALS WHICH HELP THEM TO READ BETTER.
8. P.I. manager discussing school with trainee.	AFTER A STUDENT HAS SHOWN THAT HE IS ABLE TO WORK AND STUDY, HE CAN THEN GO INTO A VOCATIONAL TRADE ALONG WITH HIS ACADEMIC STUDIES. WE FEEL THAT EX-OFFENDERS CAN STAY OUT OF TROUBLE EASIER IF THEY CAN GET A JOB SO THEY CAN MAKE SOME MONEY. BUT THEY ALSO NEED ACADEMIC ABILITIES TO READ INSTRUCTIONS,

	WORK ORDERS, AND OTHER THINGS.
9. Sign Writing class, with instructor.	ONE OF THESE TRADES IS SIGN WRITING, WHICH IS TAUGHT BY MR. JERE SHAW.
10. Barbering class, with instructor	ANOTHER TRADE IS BARBERING, TAUGHT BY MR. JIMMY GRAHAM.
11. Welding class, with instructor	WELDING IS TAUGHT BY MR. ALTON JAMES. WE WILL HAVE A NEW COURSE IN SEPTEMBER FOR TRAINING MEAT CUTTING
12. Auto shop, trainee and instructor	AUTO SERVICE STATION MECHANIC IS TAUGHT BY MR. MYERS MEREDITH.
13. Refrigeration class, with instructor	AND REFRIGERATION UNIT REPAIR IS TAUGHT BY MR. JACK SMITH.
14. Social skills group discussion, being recorded on video tape.	BESIDES THE ACADEMIC SCHOOL AND THE VOCATIONAL TRAINING, THE STUDENTS HAVE SOCIAL SKILLS TRAINING. THEY LEARN HOW TO ACT IN SOCIETY BY WATCHING THEIR OWN BEHAVIOR ON TELEVISION. THEY CAN THEN PRACTICE IMPROVING THEMSELVES.

15.	Pre-release training class, with instructor.	BEFORE THE TRAINEE-STUDENT IS RELEASED, HE GETS TRAINING IN HOW TO MEET HIS PROBLEMS AFTER RELEASE: LIKE HOW TO FIND A JOB, HOW TO WRITE AN APPLICATION, HOW TO DRESS, AND OTHER THINGS.
16.	Counsellor, in counselling office.	WHILE THE TRAINEE-STUDENT IS IN SCHOOL, HE CAN VISIT THE COUNSELING OFFICE WHEN HE HAS PROBLEMS. HE CAN TALK ABOUT HIS TEACHERS, FAMILY PROBLEMS, THE INSIDE, OR ANYTHING ELSE WHICH IS BOTHERING HIM.
17.	P.I. classroom with one trainee asleep on his books.	BUT WE ALSO HAVE SOME PROBLEMS. SOME CLASSROOMS ARE HOT AND STUFFY, WHICH MAKES STUDYING HARD. ONE OF OUR BIGGEST PROBLEMS IS HOW TO GET STUDENTS MOTIVATED. SOME STUDENTS GO TO SCHOOL JUST TO GET OUT OF WORK, OR TO GET THE MONEY. MANY TIMES, AFTER THEY GET IN SCHOOL, THEY BEGIN TO LEARN, BUT SOME ARE NOT MOTIVATED. WE ARE TRYING TO FIND WAYS TO GET ALL STUDENT-TRAINEES INTERESTED IN LEARNING, BUT SOMETIMES THIS IS PRETTY HARD TO DO.

18.	NIMH Speech Modification Research Associate interviewing S.	BUT THE SCHOOL IS ONLY ONE PART OF THE RRF. SOME OF THE PEOPLE WORK ON SHORT EXPERIMENTAL PROGRAMS, LIKE SPEECH MODIFICATION. IN THIS SHORT EXPERIMENT, PRISONERS WERE TAKEN FROM THEIR JOBS FOR FIVE WEEKS AND TAUGHT CORRECT ENGLISH BY A NEW METHOD. WE HAD A GREAT DEAL OF SUCCESS WITH THIS PROJECT.
19.	Training Systems Coordinator reviewing current projects.	SOME EMPLOYEES HAVE TO WRITE NEW MATERIALS AND TRAINING PROGRAMS.
20.	Title: "Design and Development"	ANOTHER PART OF THE RRF IS THE DESIGN AND DEVELOPMENT SECTION.
21.	Design and Development coordinator, interventionist, research associate, experimental analyst.	THESE PEOPLE ARE INVESTIGATING DIFFERENT PROBLEMS WHICH KEEP THE RRF FROM HAVING A BETTER PROGRAM.
22.	Title: "Employment Barriers"	ONE OF THESE PROBLEMS IS "WHAT KEEPS OUR TRAINEES FROM GETTING GOOD JOBS AND KEEPING THEM?"

23.	Titles: "Labor Mobility"	ANOTHER PROBLEM IS "HOW CAN WE HELP INMATES RELOCATE AFTER RELEASE?"
24.	Parole officers in Montgomery County parole office.	ANOTHER PROBLEM IS HOW CAN WE GET PEOPLE AND ORGANIZATIONS TO HELP OUR TRAINEES WHEN THEY GET OUT.
25.	Residential street scene.	AND WE ALSO GO OUT AND FIND THE INMATES AND SEE HOW WELL THEY ARE DOING AND WHAT THEY WISH THEY HAD BEEN TRAINED TO DO WHILE AT DRAPER.
26.	RRF secretarial pool	AFTER ALL THIS INFORMATION IS FOUND, OUR SECRETARIES, WRITERS, AND OFFICE STAFF WRITE A REPORT WHICH TELLS WHAT WE HAVE DONE AND WHAT WE HAVE FOUND OUT. WE GIVE THESE REPORTS TO THE U.S. DEPARTMENT OF LABOR, THE NATIONAL INSTITUTE OF MENTAL HEALTH, AND ANYONE ELSE WHO WOULD LIKE TO READ WHAT WE ARE DOING.
27.	RRF artist.	IN THESE REPORTS AND IN OTHER PAPERS, WE HAVE TO HAVE DRAWINGS, PICTURES, AND DESIGNS TO SHOW SOME OF THE THINGS WE ARE TALKING ABOUT. SO WE HAVE AN ARTIST TO DO THIS WORK.

28. Training Systems Coordinator working with video tape camera.	WE ALSO HAVE EQUIPMENT TO MAKE MOVIES (SUCH AS THE ONE YOU HAVE JUST SEEN), PICTURES, AND SLIDES (LIKE THE ONES YOU ARE NOW LOOKING AT). THESE THINGS HELP US TO TELL OTHER PEOPLE WHAT WE ARE DOING.
29. RRF printer with duplicating machine.	ALL OF OUR WRITTEN MATERIALS ARE PRINTED HERE. WE HAVE OUR OWN PRESS, SO WE CAN MAKE COPIES OF REPORTS WHEN WE NEED TO.
30. Title: "Training"	SO TRAINING IS ONLY ONE PART OF THE RRF. YOU PROBABLY KNOW MORE ABOUT THIS PART THAN YOU KNOW ABOUT THE OTHER PARTS.
31. Title: "Result"	BUT WE ALSO MUST FIND OUT WHAT HAPPENS WHEN WE TRAIN BY DIFFERENT METHODS. WE MUST FIND OUT WHAT HAPPENS WHEN WE DO ANYTHING.
32. Title: "Report"	AND WE MUST REPORT THIS INFORMATION TO OTHERS. THE WHOLE PROGRAM HAS MANY DIFFERENT PARTS WHICH MUST WORK TOGETHER. THE MORE HELP WE CAN GET FROM OTHER PEOPLE, LIKE CORRECTIONAL OFFICERS, THE BETTER OUR PROGRAM WILL BE. AFTER WE SEE THE FACILITIES, WE WILL COME BACK FOR COFFEE AND QUESTIONS. TRY TO THINK OF WAYS WE CAN HELP EACH OTHER.

APPENDIX D

ADDITIONAL DESCRIPTIVE DATA

TABLE 18

Initial Sources of Information

Question	Responses	RRF staff		Prison staff		Trainees		Nontrainees	
		percentage		percentage		percentage		percentage	
		pre	post	pre	post	pre	post	pre	post
Who gave you your very first information about the school	P	5	5	21	21	29	21	18	24
	C	0	0	40	14	0	0	3	6
	R	72	75	22	38	25	33	7	25
	I	0	3	6	6	38	42	58	41
	0	23	17	11	21	8	4	14	4

Note.--Key: P = Prison officials
C = Correctional officers
R = RRF staff
I = Inmates
O = Other sources

TABLE 19

Actual Sources of Information

Question	Responses	RRF staff		Prison staff		Trainees		Nontrainees	
		percentage		percentage		precentage		percentage	
		pre	post	pre	post	pre	post	pre	post
Whom do you usually talk to when you want to know something about the MDT school?	P	0	3	29	16	0	13	52	32
	C	0	0	35	5	0	0	0	4
	R	80	92	33	52	100	83	28	43
	I	0	0	0	2	0	4	5	10
	O	20	5	3	25	0	0	15	11
Whom do you usually talk to when you want to know something about the prison rules?	P	72	75	51	57	88	63	83	60
	C	0	5	44	37	4	29	14	26
	R	20	17	2	0	0	0	1	0
	I	3	3	0	0	0	4	1	9
	O	5	0	3	6	8	4	1	5
Whom do you usually talk to when you want to know something about new prison policies or procedures for doing things?	P	66	75	52	55	96	58	88	67
	C	0	3	44	37	0	30	8	21
	R	20	17	2	0	0	0	1	0
	I	3	3	0	0	0	4	1	5
	O	11	3	2	8	4	8	2	7
Whom do you usually talk to when you want to know something about a rumor?	P	5	15	19	27	42	12	28	36
	C	0	0	22	19	8	17	2	19
	R	23	37	0	2	0	4	0	0
	I	3	5	0	2	25	17	46	21
	O	69	43	59	50	25	50	24	24

Note.--Key: See Table 18

TABLE 20

Preferred Sources of Information

Question	Responses	RRF staff		Prison staff		Trainees		Nontrainees	
		percentage		percentage		percentage		percentage	
		pre	post	pre	post	pre	post	pre	post
Whom would you rather talk to about the MDT school?	P	0	0	28	14	0	8	50	24
	C	0	0	37	2	0	0	0	0
	R	80	94	30	65	92	92	36	61
	I	0	3	0	0	0	0	1	3
	O	20	3	5	19	8	0	13	12
Whom would you rather talk to about prison rules?	P	69	78	48	64	83	75	73	78
	C	3	0	49	25	0	21	24	17
	R	20	14	0	0	4	0	0	2
	I	3	5	0	0	0	4	2	1
	O	5	3	3	11	13	0	1	2
Whom would you rather talk to about new prison policies or procedures for doing things?	P	63	72	51	65	87	79	81	77
	C	0	0	46	24	0	21	15	15
	R	26	14	0	0	0	0	0	1
	I	3	5	0	0	0	0	2	4
	O	8	9	3	11	13	0	2	3
Whom would you rather talk to about a rumor?	P	5	14	19	30	29	25	28	44
	C	0	0	22	21	8	17	2	14
	R	37	29	0	2	0	8	0	1
	I	3	3	0	0	29	13	47	18
	O	55	54	59	47	34	37	23	23

Note.--Key: See Table 18

TABLE 21

Overall Attitudes toward Prison Operations

Question	Response	RRF staff		Prison staff		Trainees		Nontrainees	
		precentage pre	post	precentage pre	post	precentage pre	post	precentage pre	post
Do you think that solitary confinement aids is controlling the prison population?	Yes	47	66	72	82	58	54	55	52
	No	41	28	18	14	42	46	45	47
	NR[a]	12	6	10	4	0	0	0	1
Do you feel that solitary confinement aids in rehabilitating inmates?	Yes	25	25	61	37	13	37	28	30
	No	72	72	27	51	87	63	72	67
	NR	3	3	12	12	0	0	0	0
Do you think that prison discipline is too hard, too soft, or just right?	Soft	44	44	86	61	8	17	5	16
	Hard	0	3	0	0	25	17	27	17
	Just right	22	37	14	37	67	58	68	64
	NR	34	16	0	2	0	8	0	3
Do you think that prison discipline is fair or unfair?	Fair	41	41	35	78	38	58	73	68
	Unfair	34	50	59	16	62	42	25	29
	NR	25	9	6	6	0	0	2	3

[a] NR = No response

TABLE 21--Continued

Question	Response	RRF staff		Prison staff		Trainees		Nontrainees	
		precentage		precentage		precentage		precentage	
		pre	post	pre	post	pre	post	pre	post
Do you think the prison is generally clean, unclean, or just right?	Clean	16	22	12	31	0	0	0	1
	Unclean	72	72	72	55	96	63	82	62
	Just right	6	6	4	10	4	37	17	35
	NR	6	0	12	4	0	0	1	2
Do you feel that correctional officers are "backed up" enough in their handling of prisoners?	Yes	47	47	31	37	92	79	86	76
	No	22	19	65	61	8	17	12	24
	NR	31	34	4	2	0	4	2	0
Is rehabilitation of prisoners a practical goal?	Yes	94	97	76	100	96	100	88	99
	No	3	3	18	0	4	0	10	1
	NR	3	0	6	0	0	0	2	0

TABLE 21--Continued

Question: Why do you think we have this problem in prison?

	Trainees		Nontrainees	
	Pre	Post	Pre	Post
	No women (12) No other sexual release (3) Other (5)	No women (10) Confinement (4) Older inmates with younger (4) Homosexual to begin with (3) Other (5)	No women (46) Confinement (6) Like it (4) Psychological problems (3) Other (8)	No women (33) Homosexual to begin with (15) No other sexual release (11) Younger inmates with older (6) Force (6) Confinement (5) Psychological problems (5) Don't know any better (3) Other (8)
Total responses	20	26	67	92
N responding	20	23	67	84

Note.--Numbers in parentheses indicate response frequency.

TABLE 21--Continued

Question: Does homosexual behavior have any harmful effects on those who participate? If so, how?

	Trainees		Nontrainees	
	Pre	Post	Pre	Post
	Psychological effect (8)	Physical effect (12)	Psychological effect (11)	Physical effect (37)
	Physical effect (2)	Psychological effect (8)	Physical effect (8)	Psychological effect (28)
	Carry-over (2)	Carry-over (2)	Carry-over (8)	Carry-over (8)
	Degrading (2)	Other (3)	Other (2)	Get in trouble (3)
	Other (1)			Moral effect (3)
Total responses	15	25	29	79
N responding	16	20	29	73

TABLE 21--Continued

Question: What do you think can be done about this problem?

	Trainees		Nontrainees	
	Pre	Post	Pre	Post
	Nothing (14) Female visitation (5) Punishment (2) Segregation of homosexuals (2)	Nothing (7) Female visitation (7) Separation of homosexuals (6) Separation of older inmates (2) Treatment (2) Other (2)	Nothing (40) Wife visitation (9) Segregate homosexuals (8) Discipline (7) Change prison rules (4) Treatment (2) Other (3)	Segregate homosexuals (24) Female visitation (16) Nothing (15) Supervision (11) Segregation of younger inmates (6) Punishment (5) Treatment (3) Individual cells (2) New Warden (2) Other (1)
Total responses	23	26	73	85
N responding	22	24	72	85

TABLE 22

Inmate Attitudes toward Homosexuality

Question	Response	Trainees		Nontrainees	
		precentage		precentage	
		pre	post	pre	post
Do you feel that homosexual behavior is a problem at Draper?	Yes	67	75	69	71
	No	33	25	26	28
	NR	0	0	5	1
What percentage of inmates do you think are having homosexual relations in prison?	Mdn	40.2	42.5	55.0	39.7
What percentage of inmates do you think are against homosexual relations?	Mdn	29.7	49.7	37.5	40.0
Do you feel that homosexual behavior has any harmful effects on those who participate?	Yes	71	83	33	80
	No	21	13	51	15
	NR	8	4	16	5
How do you feel about homosexual behavior?	Object	63	75	61	61
	Do not object	29	25	27	31
	NR	8	0	12	8

[a] Mdn = median

TABLE 23

Selected Social Habits of Staff Members

		RRF staff		Prison staff	
		precentage		precentage	
Question	Response	pre	post	pre	post
Do most people you associate with when off-duty also work at the prison?	Yes	12	6	14	14
	No	88	94	84	86
	NR	0	0	2	0
Before you became employed at the prison did you have relatives or friends who had worked at the prison?	Yes	41	31	27	59
	No	59	69	73	41
	NR	0	0	0	0
Did prison employees or former prison employees tell you very much about the prison before you became employed?	Yes	22	12	20	14
	No	78	88	80	82
	NR	0	0	0	4
Was the information accurate?	Yes	100	100	100	86
	No	0	0	0	14
	NR	0	0	0	0
How long have you been in prison or rehabilitative type work?	Mdn years	2.2	3.0	8.2	8.8

APPENDIX E

INTERVIEW GUIDES

Rehabilitation Research Foundation

Experimental Manpower Laboratory
Objective #4
(Prison Environmental Survey)
Interview Guide I

Survey Groups
RRF staff - Prison employees
Inmate trainees - Inmate non-trainees

Name ______________________________ Date ____________

Age ____________ Sex ____________

Group Classification

( ) RRF staff ( ) inmate trainee

( ) prison employee ( ) non-trainee

Education 1 2 3 4 5 6 7 8 9 10 11 12

High School Diploma ( )

GED ( )

College 13 14 15 16

Diploma ( )

Other training ______________________________

____

____

U. S. Military Veteran ( ) Length of active service ____________

February, 1969

____
Interviewer

Interview Guide Mechanics

1. Set the interviewee at ease. Tell him that this survey is for Rehabilitation Research Foundation use and guidance and that his frank answers will be most helpful and appreciated. His responses will not harm him in any way.
2. Assure interviewee that all information is confidential.
3. Read each item to interviewees uniformly without influencing the interviewee's answer by word, tone of voice or unspoken expressions.
4. Allow time for the spontaneous response first, then place it in the allotted space. (The spontaneous response is preferred.)
5. If the spontaneous reply happens to be one of the listed choices, place a check in the corresponding blank.
6. If you do not receive a spontaneous response, read all the choices and place a ✓ in the blank space which corresponds to his answer. Also place a ✓ in the parenthesis beside the blank to indicate that you had to read the choice to the interviewee in order to get his response.
7. Where items require "yes" or "no", write the interviewee's answer inside the parentheses.
8. To gain responses to purely attitudinal items, the interviewer must systematically follow the procedures for securing the response without influencing the attitude expressed.

1. Who runs or manages the Federal School at Draper?

____

____

______________ ( ) a. the state of Alabama

______________ ( ) b. the prison department

______________ ( ) c. Rehabilitation Research Foundation

______________ ( ) d. the federal government

2. Who do you think should run it?

____

____

3. What is the Rehabilitation Research Foundation?

____

____

______________ ( ) a. a branch of the U. S. Government

______________ ( ) b. a state government agency

______________ ( ) c. a private non-profit corporation

______________ ( ) d. a state prison department program

4. What is the purpose of the Manpower Development and Training Act program?

____

____

______________ ( ) a. help disadvantaged people

______________ ( ) b. help prisoners learn a trade

______________ ( ) c. improve conditions in Alabama

______________ ( ) d. promote orderly integration

5. What started Manpower Development and Training Act Programs?

____

____

__________ ( ) a. an executive order of the Governor

__________ ( ) b. HEW (U. S. Department of Health Education and Welfare)

__________ ( ) c. a U. S. Congressional act

__________ ( ) d. the prison department

6. The Federal programs at Draper are managed by the Rehabilitation Research Foundation. What do you think is the Foundation's main purpose?

____

____

__________ ( ) a. to teach a trade to as many inmates as possible

__________ ( ) b. to serve the institution

__________ ( ) c. to train the bright students

__________ ( ) d. to conduct experiments in human development and training

7. What does an inmate have to do to be considered for enrollment in the Federal School?

____

____

__________ ( ) a. leave a small contribution at the classification office.

__________ ( ) b. convince prison officials that he is sincere

__________ ( ) c. show a good attitude

__________ ( ) d. apply at the classification office

8. What is programmed instruction?

____

____

______________ ( ) a. a system of training each person according to his individual needs

______________ ( ) b. classroom discussion

______________ ( ) c. the same training for everybody

______________ ( ) d. equal opportunity for all

9. Who explains the Federal School to new trainees after they enroll?

____

____

______________ ( ) a. other inmate trainees

______________ ( ) b. Federal School counseling and evaluation staff

______________ ( ) c. the student's assigned instructor

______________ ( ) d. the instructor chosen by the student

10. How often are Federal School trainees given new basic education assignments?

____

____

______________ ( ) a. daily

______________ ( ) b. weekly

______________ ( ) c. twice a week

______________ ( ) d. twice a month

11. What does the Federal School performance contract mean?

____

____

______________ ( ) a. the amount of classroom work a student and his instructor agree he should do

______________ ( ) b. $2 a day to each inmate trainee

______________ ( ) c. nothing much

______________ ( ) d. the instructor's employment contract which he has agreed to

12. What courses are taught in the Federal Trade School?

____

____

______________ ( ) a. sign writing

______________ ( ) b. electricity

______________ ( ) c. small motor repair

______________ ( ) d. refrigeration and air conditioning

13. What do you think about paying inmates to attend Federal School?

____

____

______________ ( ) a. it's a good idea

______________ ( ) b. it's a waste of money

______________ ( ) c. they ought to go to school without pay

______________ ( ) d. it does some good

14. Does the Federal Program work with inmates on problems other than training and getting jobs?

____

____

__________ ( ) a. no

__________ ( ) b. sometimes; for inmates who show good attitudes

__________ ( ) c. it depends on his trade

__________ ( ) d. yes

15. How should Federal School counselors and instructors work toward helping inmates to improve relationships with people?

____

____

__________ ( ) a. by showing a "shape up or ship out" attitude

__________ ( ) b. by constantly reminding them in many different ways that crime does not pay

__________ ( ) c. by application of professional knowledge and by demonstrating workable ways of getting along with people

__________ ( ) d. by enforcing strict moral principals and religious beliefs

16. What percentage of inmates usually return to prison?

____

____

__________ ( ) a. 30 percent

__________ ( ) b. 50 percent

__________ ( ) c. 70 percent

__________ ( ) d. 90 percent

17. What percentage of Federal Program trainees usually return to prison?

____

____

__________ ( ) a. 30 percent

__________ ( ) b. 50 percent

__________ ( ) c. 70 percent

__________ ( ) d. 90 percent

18. About how many trainees are currently enrolled in the Federal Program?

____

____

__________ ( ) a. about 800

__________ ( ) b. about 500

__________ ( ) c. about 100

__________ ( ) d. about 250

19. What is the long-range goal of the Federal Program?

____

____

__________ ( ) a. to enable inmates to remain free, well-adjusted and employed

__________ ( ) b. to make Draper a better place to serve time

__________ ( ) c. to teach inmates a trade

__________ ( ) d. to produce good workers for prison industries

20. What state agencies or departments cooperate with the Federal Program?

____

____

____

____

____

__________ ( ) a. The Board of Corrections

__________ ( ) b. The Board of Pardons and Paroles

__________ ( ) c. The State Employment Service

__________ ( ) d. The State Division of Vocational Rehabilitation

__________ ( ) e. The State Department of Education

Answer Yes or No

21. Does the Federal Program give help to trainees after release?

____

22. Do you think inmates need any help after release?

____

23. Do you think most trainees go to Federal School just for money?

____

24. Do you think most trainees would quit if the pay were cut off?

____

25. Is the Federal School worthwhile?

____

26. Do inmates enrolled in Federal School also have to work at assigned prison jobs?

____

27. Who gave you your very first information about the school?

____

____

______________ ( ) a. prison officials

______________ ( ) b. correctional officers

______________ ( ) c. Federal School employees

______________ ( ) d. inmates

28. Was the information you got accurate?

____

29. Whom do you usually talk to when you want to know something? ________

____

about the Federal School? ______________________________________

about the prison rules? ____

about new prison policies or procedures for doing things? __________

____

a rumor? ____

30. Whom would you rather talk to? ______________________________

____

about the Federal School? ______________________________________

about prison rules? ____

about new prison policies or procedures for doing things? __________

____

a rumor? ____

31. What do you think about the Federal School?

32. What do you think should be done about it?

33. What do you think about answering these questions?

34. Is there any thing else that you are concerned about or that you would like to comment about?

Rehabilitation Research Foundation

Experimental Manpower Laboratory
Objective #4
(Prison Environmental Survey)
Interview Guide II

Survey Groups
RRF Staff - Prison Employees

Name ____ Date ____________

Age ____________ Sex ____________

Group Classification

( ) prison employee* ( ) RRF Staff**

Education 1 2 3 4 5 6 7 8 9 10 11 12

High School Diploma ( )

GED ( )

College 13 14 15 16

Diploma ( )

Other training ____

____

____

U. S. Military Veteran ( ) length of service ____________________

____________________ February, 1969
Interviewer

____

**Some RRF employees due to their assignments may not be able to respond to items 1-10.

*Items 36, 37, 38 are intended for prison employees only.

1. Name an inmate who you feel is most likely to be rehabilitated.

2. What does he do that makes you think he will be rehabilitated?

3. Name an inmate who you feel is not likely to be rehabilitated.

4. What does he do that makes you think he won't be rehabilitated?

5. Name an inmate who is a good prisoner, but will probably keep getting into trouble after he goes free.

6. What does he do that makes him a good inmate?

7. What does he do that gets him back into prison?

8. Name a correctional officer or a prison official whose performance on the job would be a good example for other officers to follow.

9. What does he do that makes him a good example?

10. Name some Federal School employees who you feel have an understanding of the problems that correctional officers face in their work.

11. Do you think that it would be beneficial for Federal School employees and correctional officers to get together to exchange ideas and information. (If "no" go to question #13)

12. Should it be more often? ____________

13. What is the name of the state department that has jurisdiction over all the state prisons?

14. Which ones of the following personnel are employed under the state merit system?

Classification officer ________ Correctional officers ________

Warden ____________________ Commissioner of Corrections____

Assistant Warden ____________

15. What is the name of the state department that regulates merit system employment practices for all the state departments?

____

16. How many board members serve on the State Board of Corrections?

____

17. Are they employed full time?

____

18. Would you like to have more training?

____

19. Generally, are there enough instructions about correctional officers' assignments and posts?

____

20. Do you think that solitary confinement aids in controlling the prison population?

____

21. Do you feel that solitary confinement aids in rehabilitating inmates?

____

22. Do you think that prison discipline is

too soft?________

too hard?________

about right?______

23. Do you think that prison discipline is

fair?________

unfair?________

24. Do you think the prison is generally

clean? ____________

unclean? ___________

or just right? _____

25. Do you feel that correctional officers are "backed up" enough in their handling of prisoners?

____

26. Is rehabilitation of prisoners a practical goal?

____

27. Do you live in prison housing?

____

28. How far do you live from the prison?

____

29. Do most people you associate with when off duty also work at the prison?

____

30. Before you became employed at the prison did you have relatives or friends who had worked at the prison?

____

31. Did prison employees or former prison employees tell you very much about the prison before you became employed?

____

32. Was the information accurate?

____

33. How long have you been in prison or rehabilitative type work?

____

34. How many hours do you usually spend each week in prison-related activities?

( ) 40 ( ) 40 - 48 ( ) 48 - 56
( ) 56 - 64 ( ) 64 - 72 ( ) 72 or more

35. Do you usually associate with people who work at the prison during your off-duty time?

____

36. In addition to supervising inmate work or custody, which inmates did you talk with yesterday or the last day that you worked? _________(date). If none indicate with "X" here: __________
What did you talk to them about? How long?

NAME OF INMATE	Place subject and length of conversation in appropriate topic block								
	Getting along in prison		Getting along in free world		Prison Schools		Other Conversation		TOTAL
	Subject	Time	Subject	Time	Subject	Time	Subject	Time	TIME
TOTAL NUMBER INMATES								TOTAL TIME	

37. It is sometimes felt that some inmates are disrespectful to officers, while others are careful to show respect toward officers in different ways.

Which inmates showed particular respect for you yesterday or on the last day that you worked? ________(date)

If none, indicate with "X" here: ______

How did he show respect?

NAMES OF INMATES	How did he show respect - what did he do?
TOTAL NUMBER	

38. Which inmates showed particular disrespect for you yesterday or on the last day that you worked? __________(date)

If none did, place "X" here: ______

How did he show disrespect?

NAMES OF INMATES	How did he show disrespect - what did he do?
TOTAL NUMBER	

Rehabilitation Research Foundation

Experimental Manpower Laboratory
Objective #4
(Prison Environmental Survey)
Interview Guide III

Survey Groups

Inmate trainees - Inmate non-trainees

Name ______________________________ Date ______________

Age ____________ Sex______________

Group Classification

( ) non-trainees ( ) trainees

Education 1 2 3 4 5 6 7 8 9 10 11 12

High School Diploma ( )

GED ( )

College 13 14 15 16

Diploma ( )

Other training ______________________________________

____

____

U. S. Military Veteran ( ) Length of active service ______________

February, 1969

____
Interviewer

1. Name an inmate who you feel is most likely to be rehabilitated.

2. What does he do that makes you think he will be rehabilitated?

3. Name an inmate who gets along well in prison, but will probably keep getting into trouble after he goes free.

4. What does he do that makes him a good prisoner?

5. Name a correctional officer or a prison official whose performance on the job would be a good example for other officers to follow.

6. What does he do that makes him a good example?

7. Do you feel correctional officers are "backed up" enough in their handling of prisoners?

____

8. Is rehabilitation of prisoners a practical goal?

____

9. Do you think the prison is generally

too clean? __________

too dirty? __________

of just right? ________

10. Do you think solitary confinement aids in controlling the prison population?

____

11. Do you feel solitary confinement aids in rehabilitating inmates?

____

12. Do you think that prison discipline is

too soft? ___________

too hard? ___________

about right? ________

13. Do you think that prison discipline is

fair? ______

unfair? _____

14. In addition to routine work and custody supervision which you receive, which officers or Federal School employees did you talk with yesterday? _______________(date).

If none, indicate with "X" here: ___________.

What did you talk with them about? How long?

Name of officer or RRF employee	Place length of conversation in appropriate topic block.								
	Getting along in prison		Getting along in free world		Prison schools		Other Conversation		TOTAL
	Subject	Time	Subject	Time	Subject	Time	Subject	Time	TIME
Total Number Inmates								Total Time	

15. Which officers or Federal School employees showed particular disrespect for you yesterday. ____________(date)

If none did, place "X" here: ______

How did he show disrespect?

NAMES OF OFFICERS OR RRF EMPLOYEES	How did he show disrespect - what did he do?

16. Which correctional officers or Federal School employees showed particular respect for you yesterday?________(date)

If none, indicate with"X" here: _____

How did he show respect?

NAMES OF OFFICERS OR RRF EMPLOYEES	How did he show respect - what did he do?

17. Which officers or Federal School employees did you show particular respect for yesterday. ___________ date)

If none, indicate with "X" here:________

How did you show respect?

NAMES OF OFFICERS OR RRF EMPLOYEES	How did you show respect - what did you do?

18. Which officers or Federal School employees did you show particular disrespect for yesterday. ________(date)

If none, place "X" here: ________

How did you show disrespect?

NAMES OF OFFICERS OR RRF EMPLOYEES	How did you show disrespect - what did you do?
TOTAL	

19. Both officials and inmates generally admit that homosexual activities go on in prison. Do you feel that homosexual behavior is a problem at Draper?

____

20. What percentage of inmates do you think are having homosexual relations in prison? (Include both male role and female role or those who alternate roles)

21. What percentage of inmates do you think are against homosexual relations?

____

22. What about the others? How do they stand on the problem of homosexuality?

____

(use this item only if items #20 and #21 do not total 100%)

23. Why do you think we have this problem in prison?

____

____

____

____

24. Do you feel that homosexual behavior has any harmful effects on those who participate? ______________

How? ____

____

____

____

25. What do you think can be done about this problem? ______________

____

____

____

26. How do you feel about homosexual behavior?

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